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ABSTRACT

The New Mexico State Department of Education received a federal grant to provide educational and assistive technology for American Indian children living in the Pueblos of Laguna and Acoma, New Mexico. During the 2-year project, more than 229 assistive technology items were purchased, and some form of assistive technology was provided to 121 children aged 3-22. The goal of establishing a working educational and assistive technology loan program for children aged birth to 2 was not implemented because two other nonprofit organizations were already providing this service. Two objectives of establishing a working educational and assistive technology loan program for youth aged 3-21 and 18-21, were implemented 90 and 80 percent, respectively. The objective of identifying alternative funding sources was 75 percent implemented. Two objectives were implemented 100 percent: developing culturally appropriate awareness information and resources about the project, and developing support documents about project activities and outcomes for a diverse audience and making them available through Web sites, presentations, and publications. Program weaknesses included a lack of inclusion of the pueblos in planning and writing the project, poor communication with Laguna concerning supervision and reporting, insufficient decision-making authority by the Native American consortium, the lack of a needs assessment of assistive technology, and understaffing. Appendices present program materials and a case study. (TD)

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ED 467 303

Evaluation Report of

The Native American Consortium for Educational And Assistive Technologies for Indian Children Living on the Acoma and Laguna Pueblos

Submitted to the
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Office of Elementary and Secondary Education
Demonstration Grant for Indian Children
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From the
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Abstract

The New Mexico State Department of Education, Division of Vocational Rehabilitation received a federal demonstration grant in the amount of $346,362 to provide educational and assistive technology services for Indian children who were living in the Pueblos of Laguna and Acoma, New Mexico. The project began October 1, 1999 and ended June 30, 2002.

Project staffing included one half time director from the New Mexico Technology Assistance Program, one half time Laguna Technology Coordinator and one half time by a Laguna occupational therapist. The Laguna staff was hired through a Joint Powers Agreement with the Laguna Education Department. Thus the Laguna staff members were employees of the Laguna Education Department. After Laguna withdrew from the project after the first year, the only staff member remaining was the one half time Project Director who then hired consultants to assist her and provide services to Acoma Pueblo.

During the two-year period some form of assistive technology was provided to 121 children who lived in Laguna and Acoma Pueblos and attended Head Start, Elementary School, Middle School, or High School. The age range of the students who received these services was 3 through 22.

More than 229 assistive technology items were purchased through grant to assist children, parents and teachers with equipment, computers and software. These items were catalogued in a database using File Maker Pro. They were made available to educational entities of both Pueblos through a data base file.

During the two years of the project, five of the six objectives were implemented to some degree and in some cases 100%. Goal 1, Objective I was not implemented because two other non-profit organizations were providing services for the birth to age 2 children on the pueblos. Goal 1, Objective 2 was implemented at least 90%. Children at both Laguna and Acoma were evaluated for assistive technology services and some students were provided these services. A loan bank was established through the Native American Consortium. Items were purchased for the loan bank and some trial loans were conducted. Reasons for not awarding this objective 100% completion was that the loan bank was not in operation at the time of this evaluation. Many of the components for Goal 1, Objective 3 were implemented with a several older students but no loan bank was currently operating. Thus this objective was only 80% implemented.

Goal 1, Objective 4 required that alternative funding sources were identified. Some were identified, thus 75% of this objective was implemented.

The two objectives for Goal II were implemented 100%. Through the guidance of the Native American Consortium, all published materials reflected the communities and culture of Laguna and Acoma pueblos. Specific communication devices were adjusted for student usage to reflect the local environment. (Objective 1) Support documents were developed and made available to a diverse audience that accurately described the project. (Objective 2)

In conclusion, this project was implemented with Laguna and Acoma Pueblos. The implementation of this project provided a new awareness of the needs for assistive technology in Native American communities and provided opportunities to obtain items and service to help the disabled children, ages 3 to 21, who live in Laguna and/or Acoma Pueblos.

Introduction

The United States Department of Education awarded the New Mexico State Department of Education a grant award of $346,362 to provide educational and assistive technology for Indian children who were living in the Pueblos of Laguna and Acoma, New Mexico. The grant was funded for two years beginning October 1, 1999 and ending June 30, 2002. A contract extension of six months was added so that more assistance could be provided to the pueblos. The award number was S299A990001-00. The grant was written as a special projects demonstration grant, 84.299A. The purpose of the project was to provide on-site assistive technology services at the Laguna and Acoma Pueblos, New Mexico, for Indian children with disabilities, ages birth through 21. The services provided would utilize educational and assistive technology devices and provide intensive technical assistance. The objectives of the project were the following:

Goal 1, Objective 1: Establish a working educational and assistive technology loan program compatible with Early Childhood Development Plans for children ages birth to 2 in the Acoma and Laguna Pueblos.

Goal 1, Objective 2. Establish a working educational and assistive technology loan program for youth (ages 3 to 21) in the Acoma and Laguna Pueblos

Goal 1, Objective 3. Establish a working educational and assistive technology loan program for youth (ages18 to 21) in the Acoma and Laguna Pueblos

Goal 1, Objective 4. Identify funding sources for purchase of devices and services for children ages 0-21 in the Acoma and Laguna Pueblos.

Goal 2, Objective 1. Develop culturally appropriate awareness information and resources about the Consortium Project and about the effective educational/assistive technology applications in school and community settings.

Goal 2, Objective 2. Develop and make available support documents about the project through Consortium and Acoma and Laguna Internet websites, presentations and publications of articles on project activities and outcomes.

The purpose of this report was to evaluate the implementation of the above objectives and thus the purpose of this project. What was accomplished and by whom? What were the strengths of the project? What were the weaknesses? What was learned? Data to evaluate the

above objectives was collected from the various written project documents provided by the project director, the Laguna occupational therapist and the Acoma Sky City Director of Special Education and from a series of on site and telephone interviews with the project director and personnel from Laguna and Acoma who were involved with the project.

Staffing

One person, half time, staffed the project. Kathy McWhorter was appointed Director of the Laguna and Acoma Pueblos Technology Opportunities project, (LAPTOP). Her other half time responsibility was the Director of the Assistive Bank of Loanable Equipment, (ABLE) Replication Program for the Navajo Nation. She reported to Andy Winnegar, Deputy Director of Special Services Unit of the Division of Vocational Rehabilitation. Alan Klaus, Director of the New Mexico ABLE program, also assisted her.

McWhorter, as Director, was to coordinate all the administrative aspects of the grant, supervise project staff, and provide guidance to individuals hired or contracted to accomplish the objectives of the project. Members of the project staff were hired through a Joint Powers Agreement with the Laguna Department of Education. (Appendix A)

The Joint Powers Agreement included a staffing position for the Laguna Education Technology Coordinator, contractual positions for therapists and specialists, and for one Laguna/Acoma Liaison person as a peer mentor. Other items included were fringe benefits, travel, rental of space, supplies, equipment, and indirect cost. The subcontract with Laguna Department of Education was for $177,421 and officially was signed on April 27, 2000 by Laguna Superintendent of Education, Gilbert Sanchez and Terry P. Brigance, the New Mexico State Division of Vocational Rehabilitation Director. Documentation of progress by Laguna to the state was verified by quarterly financial and progress reports from James Ashmore, controller for the Laguna Board of Education. (Appendix A)

Superintendent Sanchez appointed Michael Chambers, Laguna Middle School Special Projects Coordinator as the half time Laguna Education Technology Coordinator. Half of his salary was paid through the Joint Powers Agreement. McWhorter hired Tatiana D. Abras as the occupational therapist for the project. As the project proceeded, Abras changed positions and was hired by Mike Chambers and worked half time for the project and half time for Laguna

Middle School. Project records revealed that one parent applied and was to be hired as the peer mentor. She declined the position and thus it was not known if any person was hired as a mentor.

Chambers' job duties included the coordination, scheduling, and supervision of project activities, contracting with consultants, providing administrative support, purchasing assistive devices and equipment, implementing innovated programming for pre-school children, establishing a working assistive loan bank and program, assisting with the development, testing, and demonstration of effective technology and training services and coordinating the Native American Consortium. (Appendix A)

Abras' job duties included the evaluation of children recommended to the project by the Native American Consortium, teachers and parents, establishing IEP meetings for children, recommending assistive technology, training teachers and parent in the use of specific assistive technology, conducting follow up evaluations and setting up the assistive technology loan bank at Laguna Middle School. (Appendix B)

After the first year of the project's implementation, Laguna Department of Education rescinded their participation in the Joint Powers Agreement. Laguna withdrew from the project. At this time Acoma, Sky City Community School, a Bureau of Indian Affairs (BIA) school was asked to accept the Joint Powers Agreement contract and administrate the project. Because of the red tape of the BIA, accepting the contract responsibilities was not feasible. Sky City Community School could accept services but was not equipped to handle the fiscal responsibility of the Joint Powers Agreement. Thus in the second year of this project, McWhorter provided direct services to Acoma Head Start and Sky City Community School with the assistance of the consultants she hired for specific services. All invoices for supplies and equipment were submitted to McWhorter who submitted the request to the State of New Mexico. (Appendix B)

Demographics of the Children Who Received Services from the Project

Children with disabilities, from birth through 21, were eligible to receive services from this project. Reviewing the project records and gathering data from the interviews indicated that the following children received services from this project.

School Sites	Referrals	Evaluations	Follow-up
Laguna Elementary	19	9	26
Laguna Middle	0	1	81
Laguna Head Start	0	0	0
Laguna/Acoma High School	8	5	11
Acoma Sky City School	3	2	2
Acoma Head Start	75	1	1
Totals	105	18	121

In summary, 105 Laguna and Acoma children were referred for testing to determine their assistive technology needs. Of the 105, 18 were evaluated and 121 students received some type of follow up services during the two years of the grant period.

Little data was available to determine how many children currently were using assistive technology in Laguna. The special education director at Acoma Sky City School, Barbara Alvarez, indicated that currently she had two students who were using assistive technology.

Another document obtained from the project director indicated that during the first year of the project, 30 students were receiving services. Of the 30 students, 19 were from Laguna Elementary School, 8 were from Laguna/Acoma High School and 3 were from Acoma Sky City School. Of the 30 students, 18 were boys and 12 were girls. Their ages ranged from six (6) to twenty- two (22) years old. The majority of the students, eight, were 10 years old followed by five students who were 9 years old. The youngest were 6 years old (three) and the oldest was 22 years old (one)

The occupational therapist, Tatiana Abras, was asked by the evaluator to write a case study of one of her Laguna students to demonstrate the plan or process used in this project to provide assistive technology to students. She selected a 10-year-old female with a diagnosis of mental retardation. She described her interview process with the child, her parents and teachers and how she worked with the child's special education team. Her assessment provided her with information about the type of assistive technology needed for the child. She then described her interaction with the child, her parents and the teacher to train them in the use of the technology.

Finally, she described her follow up sessions with the child and the improvement in the child's performance because of the assistive technology. (Appendix C) It was safe to assume that the process described in the case study was used for all children who received assistive technology services from this project. (Appendix D)

Evaluation of the Objectives

Goal I of this project indicated that a plan for using assistive technology would be implemented with children from Laguna and Acoma, ages birth through 21. Four objectives were written to accomplish this goal. The next part of this report will evaluate each of the four objectives for measurability, results, and with a discussion of the results. The discussion will include what was learned and accomplished or what was not accomplished.

Goal 1, Objective 1: Establish a working educational and assistive technology loan program compatible with Early Childhood Development Plans for children ages birth to 2 in the Acoma and Laguna Pueblos.

Measurability: This objective was measured by reviewing the records of the project as provided by the project director, the occupational therapist, and Acoma Sky City Special Education Director. Interviews with all three also provided information to measure this objective.

Results: As written, this objective was not implemented in either pueblo because two other non-profit groups provided assistive technology services for children ages birth to 2.

Discussion:

On-site interviews at Laguna and Acoma with various personnel involved in the project indicated that this objective was not accomplished during this project because two other non-profit organizations were funded to provide Laguna and Acoma birth to age 2 children with assistive technology services. According to Barbara Alvarez, the two groups were the Native American Parents Project Replication (NAPPR) and the Pueblo Indian Parent Education Program (PIPE).

She described NAPPR as a project that provided service in Laguna and Acoma for families. The services were funded by the State of New Mexico. The project was nine years old

and directed by Jane Larson. PIPE was another home based program founded by the State of New Mexico as part of the Southwest Communication Resources, Bernalillo, NM. Norman Segel was the director.

Project personnel interviewed at Laguna and Acoma included Mike Chambers, Tatiana Abras, Gilbert Sanchez, Barbara Alvarez, Harold Chino, Cyrus Chino and Kathy McWhorter. The majority of those interviewed indicated that the needs of the Head Start, Elementary, Middle School and High School children were so great that the resources provided through this grant were better used for that age group. They felt that the two early childhood programs were better equipped with personnel and resources to deal with the assistive technology needs of children from birth to 2 years old.

Goal 1, Objective 2. Establish a working educational and assistive technology loan program for youth (ages 3 to 21) in the Acoma and Laguna Pueblos.

Measurability: Data to measure this objective was obtained by reviewing written project records provided by the project director and the personnel from Laguna and Acoma. On site and telephone interviews with personnel involved with this project from both Laguna and Acoma were also conducted.

Results: Based upon the literature review of materials from this project and interviews with personnel involved with this project, at least 90% of this objective was implemented during the two years of this project.

Discussion:

Much progress was made in developing a working educational and assistive technology loan program for Laguna and Acoma children, ages 3 to 21. During the first year of the project, New Mexico State Division of Vocational Rehabilitation and the Laguna Department of Education signed a Joint Powers Agreement. The State of New Mexico subcontracted the development and the implementation of this objective to personnel within the Laguna and

Acoma Pueblo. Mike Chambers, Special Education Director for Laguna Middle School was appointed half time as the Laguna Technology Coordinator. Wishing to establish an educational and assistive technology loan program, Chambers organized a Native American Consortium of all educational and tribal agencies in Laguna and Acoma who provided assistive services to disabled children. He sponsored monthly meetings to organize the group, drafted and had each member sign cooperative agreements agreeing to participate in the project and had the group establish their own policies and procedures. Members of the group were Laguna Head Start, Laguna Elementary, Laguna Middle School, Laguna/Acoma High School, Grants Public Schools, Acoma Head Start, Acoma Sky City Community School and the Laguna/Acoma Rehabilitation Center. Each sent representatives to the monthly meetings. (Appendix E)

Reviewing the data from written project files indicated that during the first year, nine meetings were held with the consortium members. Some meetings were for organizational purposes and others were to demonstrate various items of assistive technology. Meetings were held on the following dates:

5/25/00	6/12/00	8/31/00
9/6/00	9/14/00	10/19/00
2/9/01	5/4/01	9/28/01

During his interview with the evaluator, Chambers felt that the major outcome of his participation during the first year of the project was the bringing together and the organizing of tribal, public and BIA agencies to establish together an educational and assistive technology loan program for children with disabilities in Laguna and Acoma communities. He felt that the project would have completed this objective 100% if Laguna had continued to mange the project.

Laguna Education Department decided to not sign a joint powers agreement for the second year of the project. Thus the actual loan program of assistive technology was designed but never finalized and implemented. (Appendix E)

During the first year of the project, Laguna did establish and implement an educational and technology loan program through the services provided by the occupational therapist, Tatiana Abras. According to her interview and her project records, 125 children were referred to the project for assistance, 18 were evaluated using the Wisconsin Assistive Technology Checklist, classroom observations, and interviews. (Appendix F). She assisted and trained the

teachers of these 18 students in the selection and use of the assistive technology for each child. She conducted 121 follow up sessions with parents, teachers and children. Appendix G)

One of the major accomplishments of this objective was the development of a database of the items purchased through this grant and stored at Laguna Middle School. Abras and McWhorter purchased and cataloged approximately 229 assistive technology items with grant money to be used as loaner items to disable children in Laguna and Acoma. They also established an equipment database of all the items using Filemaker Pro software. All 229 items were cataloged according to category, media, model/version, and serial number, funding sources, date purchased, date entered, cost and current assignment. (Appendix H) This accomplishment has provided an excellent resource for personnel in Acoma and Laguna educational agencies.

During the second year of the project, the project direction shifted to the Acoma agencies and schools. Project director, McWhorter, worked directly with Acoma Head Start and Acoma Sky City Community School. She hired consultants and provided training for Acoma personnel. She continued the consortium meetings at Acoma during the second year of the project. She provided the following dates to the evaluator for consortium meetings.

Dates	Purpose	Topic	Location	Consultant
11/3/00	Consortium Training	Augmentative Communication		Julie Bisbee
2/9/01	Consortium meeting	LAPTOP demonstration	Laguna Middle School	
5/11/01	Consortium meeting	LAPTOP demonstration	Laguna Middle School	
1/7/02	Technical Assistance	Washington, DC		Cathy Martin
1/10/02	Consortium meeting		Acoma	Linda Coleman
2/11/02	Consortium meeting		Acoma	
3/4/02	Consortium meeting		Acoma	

After Tatiana Abras resigned from the project and accepted a contract from Laguna Middle School, consultants were hired to provide student evaluations and design assistive technology solutions for children. According to written records the following people provided assistance:

Linda Coleman, a specialist in assistive technology,

Cherie Masitti, physical therapist,

Susan Mason, occupation therapist.

Scott Cooper, mentor and trainer,

Interviews with Barbara Alvarez and Harold Chino revealed that they did receive services for their students during the second year of the project. She indicated that approximately $98,000 of the grant money was spent to purchase assistive technology items for use by Acoma children.

Two Acoma students in grades 3 and 4 received extensive assistive technology and two more were on the waiting list. Alvarez and Chino seemed please with the services provided to these children. Both indicated that equipment was purchased for use at Acoma because the equipment stored at Laguna Middle School was not available. Alvarez indicated that she had borrowed a few items and had returned them to Laguna Middle School. She said that it was much easier for separate items to be purchased for the use of Acoma children. According to her the loaning of equipment was not feasible.

According to these interviews, items such as computer systems and software were purchased, had arrived at the school but were still boxed. None was set up during the evaluator's visit to demonstrate assistive technology in action.

During the second year of the project, Acoma Head Start staff and children were also involved with the project. Seventy-five (75) children in five classrooms, their teachers and their classroom assistants were provided information, training, and guidance in using assistive technology. The staff participated in several training sessions including sessions on adapted toy boxes, switches and interface toys, extensive movement and mobility equipment and computer usage. An adapted toy box was purchased for both Laguna and Acoma Head Start programs. Acoma Head Start also received three custom computer-learning centers with printers and the appropriate learning software. Both McWhorter and Alvarez confirmed this information.

In summary, a working educational and assistive technology program was established and implemented to a great degree with both Laguna and Acoma Pueblos. Both pueblos received services from this project. Both received equipment to assist their children who were disabled. What was lacking in completing this objective was the development and implementation of a loan program or a loan plan to borrow assistive technology equipment from either Laguna Middle School or Acoma Sky City School.

Goal 1, Objective 3. Establish a working educational and assistive technology loan program for youth (ages18 to 21) in the Acoma and Laguna Pueblos.

Measurability: This objective was measured by the data collected from reviewing the project records and from the data collected from telephone and on-site interviews with project personnel and members of the Native American Consortium.

Results: Approximately 80% of this objective was implemented based upon the services provided to the older students by Abras, Anaya, Alvarez, and Prewett.

Discussion:

According to interviews with Abras, Alvarez, and Anita Anaya (Laguna/Acoma Vocational Rehabilitation), few students, ages 18-21, needed assistive technology in either Laguna or Acoma. Anaya indicated that personnel from her department always participated in any IEP meetings held for Laguna and Acoma students, ages 14 to 22. She indicated in her telephone interview that she knew about this project but did not have any older students with assistive technology needs. Both she and George Potter, from her program, participated in the Native American Consortium.

During her interview, Abras indicated that she had evaluated and provided assistive technology for one older student from Laguna/Acoma High School. She and her staff customized a communication device to include digital photography of the local environment so that the student could better relate to the devise and the software. She also indicated that the Special Education from Laguna/Acoma High School, Carol Prewett, had actively participated in the project and attended the Native American Consortium meetings. Prewett saw the need for adapted software for her students and purchased this software for the school. This was a result of what she had learned because of her involvement with the project.

Alvarez indicated that this project had increased public awareness in Acoma concerning the need for older students to have assistive technology. She and Harold Chino were asking the Acoma tribal council to provide a group home for older students in need of educational and assistive technology programs so that they could be better prepare with skills and assistive technology to enter the work force.

McWhorter indicated in her written materials and her interview that seven (7) high school and older students were referred for services. She reported the ages of five (5) of the students. Their ages ranged from 19 to 22.

In summary, some services were provided for this age group. Some assistive technology items were adapted to meet the needs of this age group. Two other outcomes of the implementation of this objective were the changes in assistive technology within the Laguna/Acoma High School program (purchased software) and the increased community awareness of the needs of this age group. No actual loan assistive technology program was established for this age group as indicated in the objective.

Goal 1, Objective 4. Identify funding sources for purchase of devices and services for children ages 0-21 in the Acoma and Laguna Pueblos.

Measurability: This objective was measured by the data gathered by interviewing project personnel and members of the Native American Consortium.

Results: Several potential funding sources were identified for the purchase of devices and services for children ages 0-21. Thus approximately 75% of this objective was implemented.

Discussion:

Interviews with Mike Chambers and Tatiana Abras concerning this objective revealed that the Native American Consortium was planning to locate revenue and other funding sources to continue this project after the grant period ended. One of their plans included the sharing of the cost of operating the loan bank of assistive technology by partners in the Native American Consortium. Each partner would bear a proportion of the actual cost. This plan was not actuated after Laguna withdrew from the project.

Discussion with Acoma personnel revealed that McWhorter had written another federal grant seeking money to continue the project. They were waiting on the results of this grant to see if the project could continue next year.

Acoma personnel also indicated that they were willing to approach their tribal council with various needs for assistive technology, especially a group home. Joking, they indicated that funding for this project could be raised the old fashion ways, "bake sales."

McWhorter was in the process of preparing a list of potential federal and private foundations sources interested in the disabled population. DVR and Medicaid were included on the list. She will present this list to the personnel in Acoma.

In summary, much discussion with the Native American Consortium and among community members occurred on possible funding sources to continue this project. Currently some new funding sources were approached to assist the project. Some funding sources were listed for use in the future.

Goal 2 of this project included two objectives. Both objectives were written to produce and disseminate culturally appropriate materials abut the project so that others may replicate the project and assist more disabled Native American children. The purpose of this goal was carried out in the following two objectives.

Goal 2, Objective 1. Develop culturally appropriate awareness information and resources about the Consortium Project and about the effective educational/assistive technology applications in school and community settings.

Measurability: Information gained from reviewing the project records was used to measure this objective. Also the data collected from staff interviews was used to document accomplishments.

Results: Based upon the pamphlet produced for this program and the modification of assistive technology software, this objective was 100% implemented.

Discussion:

Culturally appropriate awareness information was defined by several of the Laguna and Acoma project staff participants as the inclusion of pictures and symbols that reflected the local

environment and the traditional symbols of both of the pueblos. According to Abras every attempt was made to include pictures from the local environment by using a digital camera and collecting images from the communities. She indicated that she used these images to modify communication displays in the development and publication of awareness information.

Alvarez and Chino of Acoma indicated that during the monthly Native American Consortium Council meetings, the members reviewed informational documents and resources for cultural appropriateness. Both reported that the group did suggest changes to some of the documents and these changes were made to include specific pictures, information about the pueblos and the use of symbols from both Acoma and Laguna. The council approved the final draft of the pamphlet. Reviewing the material in the pamphlet provided the evaluator with an excellent description of the project from purpose, to services provided, and how to request assistance. The pamphlet was well designed and easy to read and comprehend. (Appendix I)

In summary, every attempt was made to involve and follow the directive of the Native American Consortium concerning written materials that would represent the project and the people in the project. Changes and adjustment were made for cultural relevance and sensitivity when recommended by the Consortium.

Goal 2, Objective 2. Develop and make available support documents about the project through Consortium and Acoma and Laguna Internet websites, presentations and publications of articles on project activities and outcomes.

Measurability: This objective was measured through downloading the website and searching project records for proof of presentations and the publication of articles about the project.

Results: An excellent web site provided detailed information about this project. Four regional/national presentations were given to share information about this project and several articles were published in the State of New Mexico A.T. Life Reporter. Based upon these facts, 100% of this objective was implemented.

Discussion:

A review of the project records indicated that the LAPTOP project was presented locally several times to community members and the Native American Consortium. Besides local presentations, the project director, McWhorter presented regionally and nationally. A review of her records indicated the following presentations.

Dates	Location	Audience
February 11, 2000	Laguna Middle School	Potential school partners
March 1, 2000	Albuquerque, NM	
	Assistive Technology Summit	80 Special Education Professionals
_____	Seattle, Wash.	
		National American VR Conference
September 19, 2001	Farmington, NM	
		Aging and Minority Outreach Conference

One of the major outcomes of this objective and of the project was an excellent web site (www.laguna.k12.nm.us/LAPTOP/) developed for sharing information about the project. This evaluator found the web site on the Internet. She found the web site very informative. The various pages of the web site provided information about Laguna and Acoma Pueblos Technology Opportunities Project (LAPTOP). Different links explained the purpose of the project, the names of people involved in the project, and how to obtain services. Two forms were included for student referrals and parental permission. Both forms were easy to read and complete with the necessary information. The site also included types of services, related links to many state and national resources for occupational therapy. Much information about occupational therapy and assistive technology was provided to the reader. The role of Laguna was also clearly defined in the web site. (Appendix J)

Reviewing the newsletter about Assistive technology for People with Disabilities, A.T.LIFE REPORTER, written and published by the New Mexico Technology Assistance Program (NMTAP), this evaluator found several articles that related to projects that provided

assistive technology to Native American children. Some of the articles related to the Navajo-ABLE program and some to the Laguna/Acoma LAPTOP. Each one of the articles provided concrete examples of how children were able to better their lives because of the technology.

The article in Volume IX, Issue 3, Fall 2000, spotlighted Paul Lavato and how assistive technology provided him with the necessary tools to attend college, a life-changing event. In the Fall 2001, Volume X, Issue 4, the LAPTOP project funded by this grant was described. Tatiana Abras was introduced as the site coordinator and her job responsibilities were described. The Native American Consortium was also mentioned as the organization that oversees the project.

Two articles were written about the Navajo assistive technology project with applications to the Laguna/Acoma project in the Spring 2002 issue, Volume XI, Issue 2. One article described the Rez-Tech 2002 conference held in Window Rock, AZ in April, 2002. Project staff from the Laguna/Acoma project was invited to attend and some did attend. The second article in this issue highlighted an interview and an article published about NMTAP's McWhorter and the Navajo-ABLE project. This interview was published in the national magazine, "Advance for Directors in Rehabilitation."

Finally an article about Acoma Sky City School and their participation in the project appeared in the Winter 2002, Volume XI, Issue 1. This article described the demonstration classroom for assistive technology. (Appendix K)

In discussion with Alan Klaus, Director of the New Mexico ABLE program, about the distribution of the A.T.LIFE REPORTER, it was learned that the publication is mailed to all 88 the public districts in the state, approximately 140 schools. Copies were also sent to the BIA schools. He indicated that the mailing list was approximately 5000 people or organizations.

In summary, this project was shared and published within the communities, the region and the nation. Presentations were given, articles were published and an excellent web site was developed to share information about the project.

Summary of Findings and Conclusion

The New Mexico State Department of Education, Division of Vocational Rehabilitation received a federal demonstration grant in the amount of $346,362 to provide educational and assistive technology for Indian children who were living in the Pueblos of Laguna and Acoma, New Mexico . The project began October 1, 1999 and ended June 30, 2002.

Project staffing included one half time director from the New Mexico Technology Assistance Program, one half time Laguna Technology Coordinator and one half time by a Laguna occupational therapist. The Laguna staff was hired through a Joint Powers Agreement with the Laguna Education Department. Thus the Laguna staff members were employees of the Laguna Education Department. After Laguna withdrew from the project after the first year, the only staff member remaining was the one half time Project Director who then hired consultants to assist her and provide services to Acoma Pueblo.

During the two-year period some form of assistive technology was provided to 121 children who lived in Laguna and Acoma pueblos and attended Head Start, Elementary School, Middle School, or High School. The age range of the students who received these services was 3 through 22.

More than 229 assistive technology items were purchased through the grant to assist children, parents and teachers with equipment, computers and software. These items were catalogued in a database using File Maker Pro. They were made available using computer software as a working data base file.

During the two years of the project, five of the six objectives were implemented to some degree and in some cases 100%. Goal 1, Objective I was not implemented because two other non-profit organizations were providing services for the birth to age 2 children on the pueblos. Goal 1, Objective 2 was implemented at least 90%. Children at both Laguna and Acoma were evaluated for assistive technology services and some students were provided these services. A loan bank was established through the Native American Consortium. Items were purchased for the loan bank and some trial loans were conducted. Reasons for not awarding this objective 100% completion was that the loan bank was not in operation at the time of this evaluation. Many of the components for Goal 1, Objective 3 were implemented with a few older students but no loan bank was currently operating. Thus this objective was only 80% implemented.

Goal 1, Objective 4 required that alternative funding sources were identified. Some were identified, thus 75% of this objective was implemented.

The two objectives for Goal II were implemented 100%. Through the guidance of the Native American Consortium, all published materials reflected the communities and culture of Laguna and Acoma pueblos. Specific communication overlays were adjusted for student usage to reflect the local environment. (Objective 1) Support documents were developed and made available to a diverse audience that accurately described the project. (Objective 2)

In conclusion, this project was implemented with Laguna and Acoma Pueblos. The implementation of this project provided a new awareness of the needs for assistive technology in Native American communities and provided opportunities to obtain items and service to help the disabled children, ages 3 to 21, who live in Laguna and/or Acoma pueblos.

Recommendations

Much was learned from this project that could assist other State Departments of Education, other Indian Nations, and anyone working with Native American disabled populations. The following comments were made to highlight the Strengths and Weaknesses of this project. The comments were made in good faith to provide further assistance to current and future people who wish to work within Native American communities.

Specific key strengths of this project included the following

1. A new awareness about assistive technology in both communities, its purpose and usage, was an outcome of this project. Both communities may be willing to support another similar project to provide assistance to their children.
2. Over 229 items were purchased with grant money and were stored at Laguna and Acoma to become part of a loan bank for both communities. These items were catalogued and became part of a database for use by many people in and outside of Native American communities.
3. Many Laguna and Acoma children (121) received assistive technology information and services because of this project. Many staff members of the various school entities involved in this project became aware of how assistive technology could help their students become effective learners. Many parents and community members develop greater aware of assistive technology, its purpose and how to obtain assistance.

4. Acoma Sky City School personnel were willing to locate more funding and keep the project alive. They also were approaching their tribal council to donate a house so that an assistive technology home could be established in the community to help older students in transition to college or work.
5. The forming and organization of the Native American Consortium to oversee the project and by the bringing together various, diverse educational entities that provide educational services in Laguna and Acoma was a major strength of this project and a major strength for building trust and working relationships among diverse entities.
6. The willingness of the State Education Department to enter into a Joint Powers Agreement with the Laguna Education Department so that local people could manage the project using local school personnel from Laguna and Acoma was another major outcome.
7. Another strength was the involvement of the Consortium members in reviewing and designing the project pamphlet for local and cultural pictures, symbols and appropriateness. Acceptance of their recommendations for change demonstrated good faith in their guidance by the project director.
8. Finally the development of the Laguna LAPTOP Website was an excellent outcome of the project. For this evaluator, it was a major learning tool.

Specific weaknesses that become apparent during the project included the following:

1. Interviews with people for Laguna and Acoma indicated that they would have preferred inclusion in the actual planning and writing of the project. Some felt that they were an "after thought". They expressed the following feelings; when the project was funded the state needed a place to park the project to save face. Early communications with the educational agencies, not the governors would have provided better communications throughout the project.
2. Lack of communication with Laguna could have caused conflict in the job descriptions between the project director and the Laguna technology coordinator. Both positions needed better job tasks described in writing to avoid conflict. Also, it was important to clarify the supervision aspect of the Laguna staff members because of the Joint Powers Agreement with the Superintendent of Laguna Education

Department. Who supervised whom? Who reported to whom? These conflicts caused distrust on both sides and could have been the reason for not completing the loan library.

3. Some participants in the Native American Consortium felt that the Consortium should have more time for discussion and real decision-making. Some felt that they were only a rubber stamping body for the ideas presented to them.
4. Better research was needed on funding opportunities such as other federal programs and non-profit foundation programs. Many are available.
5. It appeared to this evaluator that a Needs Assessment of Assistive Technology should have been conducted with both pueblos. Questions such as what assistive technology were already in place? how many children? in what age groups? etc. should have been part of the assessment. If one was conducted, no copy was given to the evaluator.
6. It appeared to this evaluator that this project was understaffed. A full time person for Project Director was needed. Some secretarial assistance was needed for better documentation. More on-site people were needed as consultants to carry out local needs and provide direction to the Project Director.
7. A working plan for the loaning of assistive technology items from Laguna Middle School and from Acoma Head Start and Acoma Sky City Community School was not completed and implemented for daily operation and use by the various educational entities. Much equipment has been purchased. What will happen with the assistive technology items purchased with grant money?

Appendices:

Appendix A	Joint Powers Agreement
Appendix B	Organization Chart-Staffing
Appendix C	Case Study
Appendix D	Student Referral Form
Appendix E	Cooperative Agreement
	LAPTOP policies and procedures
	Native American Consortium
Appendix F	Wisconsin Checklist
Appendix G	Check out from the Loan Library
Appendix H	Equipment Database
Appendix I	Pamphlet
Appendix J	Laguna LAPTOP Website
Appendix K	A.T.LIFE REPORTER articles

The Native American Consortium of Educational and Assistive Technologies for Indian Children Living on the Acoma and Laguna Pueblos

Amended Joint Powers Agreement

Effective Date: April 27, 2000

Modified in Collaboration with
Alan Klaus, NMTAP Program Director
NMTAP/DVR/DOE

June 24, 2000

JPA # 99- 0108

JOINT POWERS AGREEMENT
BETWEEN
STATE OF NEW MEXICO
STATE DEPARTMENT OF EDUCATION
AND
PUEBLO OF LAGUNA DEPARTMENT OF EDUCATION

THIS AGREEMENT made and entered into by and between the State of New Mexico, Division of Vocational Rehabilitation, hereinafter referred to as the "Agency" acting through Terry Brigance, Director, hereinafter referred to as the "Director", and Pueblo of Laguna Department of Education hereinafter referred to as "Pueblo of Laguna" are hereinafter referred to collectively as the "Parties", which Parties enter into this Agreement by the authority granted to them by the New Mexico Joint Powers Agreement Act, Section 11-1-1 et seq., NMSA 1978, 29 USC 721 (a) (20), Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and the Pueblo of Laguna Code, and regulations duly promulgated under such statutory provisions.

IT IS MUTUALLY AGREED BETWEEN THE PARTIES:

PURPOSE

The State of New Mexico has applied for a grant award from the U.S. Department of Education to implement a Demonstration Program for Indian Children, CFDA No.: 84.299A.
As a result of a grant award, the purpose of this Agreement is to set forth the working arrangements between the Agency and the Pueblo of Laguna as to accomplishing the goals and objectives contained in the prime grant award to the State of New Mexico. The overall goal of the agreement of the prime grant is to work in partnership to implement the Native American Consortium of Educational and Assistive Technologies for Indian Children Living in the Acoma and Laguna Pueblos to improve the educational opportunities and achievement of children and youth with disabilities to prepare for school and to transition from school to a first job.

SECTION ONE
SCOPE OF WORK

The Agency will provide the following:

A. Hire or assign a Pueblos Project Director (Educational Transition Services Coordinator) in a half-time position with responsibility for the supervision of expert consultants and overall coordination of project activities.

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B The Pueblos Project Director will meet monthly with the Laguna Education Technology Coordinator, consultants, and other project staff to provide direction and ensure project activities are implemented according to the plan.

C The Pueblos Project Director in conjunction with the Laguna Education Technology Coordinator will be responsible for coordinating and scheduling all project staff activities to develop a plan to test, and demonstrate the effectiveness of the project services.

D Provide office space in Santa Fe, New Mexico for Pueblos Project Director.

The Pueblo of Laguna will:

A) Employ a Laguna Education Technology Coordinator who will be an employee of the Pueblo of Laguna and have responsibility for the on-site coordination, scheduling and supervision of project staff activities in conjunction with the NMTAP Pueblos Project Director.

B) Contract with Early Childhood Specialists, Occupational Therapist, Speech Pathologist and/or Physical Therapist, Assistive Technology Specialist, Job Coaches and Job Placement Specialist.

C) Provide administrative support for these positions.

D) Purchase assistive devices and equipment to start up the educational and assistive bank of loan equipment (ABLE) for the Acoma and Laguna Pueblos as approved by the NMTAP Pueblos Project Director.

E) Implement innovative educational and assistive technology programs including educational assessment and service delivery for preschool children.

F) Establish a working assistive technology loan program compatible with the Individualized Family Service Plans (IFSP) for children ages birth to 2 years.

G) Develop an educational and assistive equipment loan program for youth with disabilities ages 18 through 21 years during their transition to employment or post-secondary institutions with emphasis to prepare for a job.

H) Coordinate with the Pueblos Project Director to assist in the development, testing, and demonstration of the effectiveness of the technology and training program services.

I) Participate as a member of the Native American Consortium of Educational and Assistive Technologies for Indian Children Living in the Acoma and Laguna Pueblos.

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Laguna/Acoma Pueblo-ABLE Project

(Cost Center 523)

Object Code	Description	Federal
00	**Personnel**	**21,000**
02	Term Position	
	Project Coordinator .5 FTE 100% for 12 months	
10	**Employee Benefits**	**5,670**
11	Group Insurance	
12	Retirement	
13	FICA (including overtime costs)	
14	Workers Compensation	
15	Unemployment Insurance	
16	Employees Liability Insurance	
20	**In-State Employee Travel**	**9,258**
21	In-State	
	Extensive travel will be required between service delivery sites on the Laguna and Acoma Pueblos.	
22	Per Diem	
	Reimbursement for actual expenses incurred for meals and lodging ($65 per night)	
25	Gas, Oil & Transportation Maintenance	
28	DVR Transportation Pool	
	General Services Department charge for use of motor pool vehicles	

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70	**Client Services**	**141,493**
74	Grants and Services	
	Direct grants made to schools and local government [JPA 141,493]	
79	Miscellaneous Other Expenses	
	Expenditures which do not qualify under the aforementioned Other Operating Costs line item criteria. Includes charges for money orders and cashier checks, plaques for special recognition, retirement, and appreciation.	
	Total Approved Budget	**$177,421**

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SECTION TWO
ADMINISTERING AGENCY

The Agency shall be the administering agency under this Joint Powers Agreement. The administering agency of the Joint Powers Agreement is the Division of Vocational Rehabilitation of the New Mexico State Department of Education.

SECTION THREE
COMPENSATION

A. The Pueblo of Laguna shall submit quarterly invoices to the Agency. The Agency will remit payment to the Pueblo of Laguna within 20 working days upon receipt of an approved detailed invoice and quarterly report to be paid by the Agency.

PERSONNEL	
Laguna Education Technology Coordinator	$25,000.00
Fringe Benefit	5,050.00
TRAVEL	
Travel for mileage and per diem costs for personnel.	2,000.00
OTHER EXPENSES	
Rent space ($300 per month X 12 months) (To pay for rental facilities on the Pueblo of Laguna for office space and storage space for assistive technology equipment.)	3,600.00
SUPPLIES	
To purchase assistive technology devices/systems for the Native American Consortium Loan Bank as determined by local needs assessment and approved by NMTAP Pueblos Project Director.	42,743.00
CONTRACTUAL	
Therapists, Job Coaches, and Specialists Variable hourly rates for a total:	30,000.00
Laguna/Acoma Liaison/Peer Mentor	12,000.00
Indirect Costs	21,100.00
Grand Total	$141,493.00

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B. The New Mexico Gross Receipts Tax levied on the amounts payable under this agreement to be paid: The Pueblo of Laguna is exempt from payment of Gross Receipts Tax.

Total amount of compensation under this contract shall not exceed $141,493.00

All property or equipment acquired as the result of expenditure of funds from this joint powers agreement shall become the property of the Pueblo of Laguna upon termination of this agreement.

SECTION FOUR
TERM

THIS AGREEMENT BECOMES EFFECTIVE ON THE DATE IT IS APPROVED BY THE DEPARTMENT OF FINANCE AND ADMINISTRATION. This Agreement shall terminate on SEPTEMBER 30, 2001 unless earlier terminated pursuant to paragraph 4 of this agreement.

SECTION FIVE
TERMINATION

This Agreement may be terminated by either of the parties hereto for any reason whatsoever upon written notice delivered to the other party at least 10 days prior to the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination. This provision is not exclusive and does not waive other legal rights and remedies afforded the State in such circumstances as the Pueblo of Laguna Default/Breach of Contract.

SECTION SIX
STATUS OF THE PUEBLO OF LAGUNA
DEPARTMENT OF EDUCATION

The agents and employees of the Pueblo of Laguna are not employees of the State of New Mexico and shall not accrue leave, retirement, insurance, bonding, use of state vehicles, or any other benefits afforded to employees of the State of New Mexico as a result of this Agreement.

SECTION SEVEN
ASSIGNMENT

The Pueblo of Laguna shall not assign or transfer any interest in this Agreement or assign any claims for money due or to become due under this Agreement without the prior written approval of the Agency.

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SECTION EIGHT
SUBCONTRACTING

The Pueblo of Laguna shall not subcontract any portion of the services to be performed under this contract without written approval of the agency, other than those services stated in the Section One: Scope of Work and Section Three: Compensation.

SECTION NINE
RECORDS AND AUDITS

The Pueblo of Laguna shall maintain financial records, supporting documents, statistical records, and all other records pertinent to this contract for a period of three years following the submission of the final request for payment. These records shall be subject to inspection by the Agency, the Department of Finance and Administration, and the State Auditor. The Agency shall have the right to audit billings both before and after payment. Payment under this Agreement shall not foreclose the right of the Agency to recover excessive and/or illegal payments. This contract is subject to a contract specific Financial Statement Audit in accordance with the United States General Accounting Office Government Auditing Standards, 1994 revision. A system audit in accordance OMB Circular A-133 can substitute for a contract specific audit where the Pueblo of Laguna qualifies under the A-133 guidelines.

SECTION TEN
APPROPRIATIONS

The terms of this Agreement are contingent upon sufficient appropriations and authorization being made by the U.S. Congress and the Legislature of New Mexico for the performance of this Agreement. If sufficient appropriations and authorizations are not made, this Agreement shall terminate upon written notice being given by the Agency to the Pueblo of Laguna or Pueblo of Laguna to the Agency. The Agency's decision as to whether sufficient appropriations are available shall be accepted by the Pueblo of Laguna and shall be final.

SECTION ELEVEN
RELEASE

The Pueblo of Laguna, upon final payment of the amount due under this agreement, releases the Agency, its Officers and employees, and the State of New Mexico from all liabilities, claims and obligations whatsoever arising from or under this agreement. The Pueblo of Laguna agrees not to purport to bind the State of New Mexico to any obligation not assumed herein by the State of New Mexico, unless the Pueblo of Laguna has express written authority to do so, and then only within the strict limits of that authority.

SECTION TWELVE
CONFIDENTIALITY

The Agency and the Pueblo of Laguna will maintain such records as are required by State and Federal laws or regulations, and establish safeguards to permit the release or disclosure of any information obtained hereunder to its own employee and to limit its use to performance of this Agreement.

SECTION THIRTEEN
PRODUCT OR SERVICES--- COPYRIGHT

All materials developed or acquired by the Pueblo of Laguna under this agreement shall become the property of the State of New Mexico and shall be delivered to the Agency no later than the termination date of this agreement. Nothing produced, in whole or in part, by the Pueblo of Laguna under this agreement shall be subject of an application for copyright by or on behalf of the Pueblo of Laguna Agreement.

SECTION FOURTEEN
CONFLICT OF INTEREST

The Pueblo of Laguna warrants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required under this Agreement. The Pueblo of Laguna certifies that the requirements of the Government Conduct Act, Sections 10-16-1 et seq. NMSA 1978 (1994 Supp.) regarding contracting with a state employee, former state employee, or legislator, has been followed.

SECTION FIFTEEN
AMENDMENT

This Agreement shall not be altered, changed, or amended except by instrument in writing executed by the parties hereto.

SECTION SIXTEEN
SCOPE OF AGREEMENT

This Agreement incorporates all the agreements, covenants, and understandings between the parties hereto concerning the subject matter hereof, and all such covenants, agreements and understandings have been merged into this written Agreement. No prior agreements or understandings, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this Agreement.

SECTION SEVENTEEN
NOTICE

The Procurement Code, Sections 13-1-28 through 13-1-199, NMSA 1978, imposes civil and criminal penalties for its violation. In addition, the New Mexico criminal statutes impose penalties for illegal bribes, gratuities and kickbacks.

SECTION EIGHTEEN
EQUAL OPPORTUNITY COMPLIANCE

The Pueblo of Laguna agrees to abide by all Federal and State laws, rules, regulations, and executive orders of the Governor of the State of New Mexico, pertaining to equal employment opportunity. In accordance with all such provisions, the Pueblo of Laguna assures that no person shall, on the grounds of race, color, national origin, gender, age or handicap, be excluded from employment with or participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity performed under this contract. If the Pueblo of Laguna is found to be out of compliance regarding these requirements during the term of the contract, the Pueblo of Laguna agrees to take appropriate steps to correct these deficiencies.

SECTION NINETEEN
APPLICABLE LAW

This Agreement shall be governed by the laws of the State of New Mexico.

SECTION TWENTY
COMPLIANCE WITH FEDERAL GRANTS CONDITIONS

The Pueblo of Laguna shall abide by all grants conditions set out in the Grant Award from the U.S. Department of Education/Special Education to the State of New Mexico.

SECTION TWENTY-ONE
DISPUTE RESOLUTION

All disputes and controversies of every kind and nature between the parties to this Agreement as to the existence, construction, validity, interpretation or meaning, performance, non-performance, enforcement, operation, breach, continuance, or termination of this Agreement shall be submitted to arbitration pursuant to the procedures set forth herein.

A. Either party may demand such arbitration in writing, which demands shall include the name of the arbitrator appointed by the party demanding arbitration, together with a statement of the matter of controversy.

B. Within 20 days after such demand, the other party shall name its arbitrator, or in default of such naming, such arbitrator shall be named by the American Arbitration Association, and the two arbitrators so selected shall name a third arbitrators within 20 days, **or**, in lieu of such agreement on a third arbitrator by the two arbitrator so appointed, a third arbitrator shall be appointed by the Federal District Court for the District of New Mexico. In the event said Court fails to appoint a third arbitrator with 30 days of the request thereof, the appointment shall be made by the American Arbitration Association.

C. The arbitration costs and expenses of each party shall be borne by that party. All arbitrators' fees and other expenses shall be borne equally by both parties.

D. The arbitration hearing shall be held at such time and place as designated by the arbitrators on at least 20 days written notice of the parties.

E. An award rendered by a majority of the arbitrators appointed pursuant to this AGREEMENT shall be final and binding on all parties to the proceeding, and the parties hereto agree to be bound by such award.

F. As to any procedures regarding the conduct of the arbitration that are not specified either in this AGREEMENT or in another written agreement signed in advance of the hearing, the parties shall follow the Commercial Arbitration Rules of the American Arbitration Association.

G. The parties stipulate that the arbitration provisions of this Agreement shall be a complete defense to any suit, action, or proceeding instituted in any federal, state, or tribal court or before any administrative tribunal with respect to any controversy or dispute arising during the period of this Agreement and which is arbitrable as set forth in the Agreement.

H. The arbitration provision of this Agreement shall, with respect to such controversy or dispute, survive the termination or expiration of the Agreement.

I. Nothing contained in this Agreement shall be deemed to give the arbitrators any authority, power, or right to alter, change, amend, modify, add to, or subtract from any of the provisions of this Agreement.

J. Failure by either party to arbitrate any dispute pursuant to the procedures set forth herein when a demand to do so has been made by the other party or failure by either party to comply with the arbitration award shall amount to material breach of the Agreement and shall entitle the party who demanded arbitration to cease performance of any obligation set forth in this Agreement at the sole discretion of that party.

K. This Agreement is not subject to enforcement under the Uniform Arbitration Act, (NMSA 1978, Section 44-7-1 through 44-7-22). or Section 44-78-1 et seq., NMSA 1978.

SECTION TWENTY-TWO
OTHER PROVISIONS

The Agency will not be liable for any actions, proceedings, claims, demands, costs, damages, attorney's fees, and other liabilities and expenses of any kind from any source which may arise out of this Agreement if caused by the tortious act of omission of the Pueblo of Laguna, its officers, employees, and/or contractors.

The Single-Point-of Contact for the purpose of the administration of this Agreement shall be the Agency's NMTAP Director.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date of execution by the State Contract Officer, below.

THE PUEBLO OF LAGUNA

By: _____ 3-21-00
Gilbert Sanchez, Superintendent — Date
Department of Education, Pueblo of Laguna

NEW MEXICO DIVISION OF VOCATIONAL REHABILITATION

_____ 4-20-00
Terry P. Brigance, DVR Director — Date

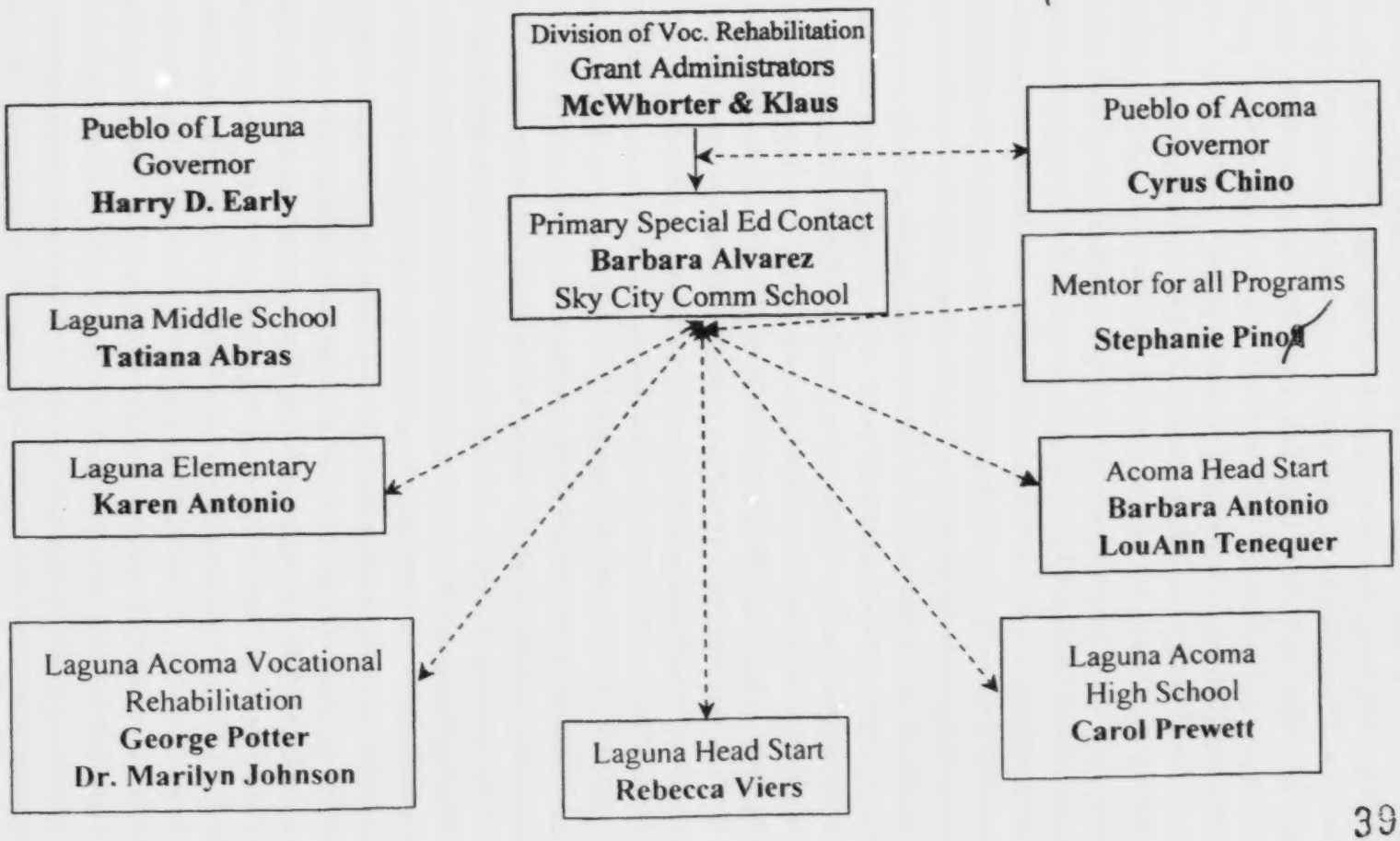
This Agreement has been approved by:
DEPARTMENT OF FINANCE AND ADMINISTRATION

By: _____ 4/21/00
State Contract Officer — Date

DRAFT

Laguna & Acoma Pueblos Technology Opportunities Project (LAPTOP)

Proposed Organization Chart



Principal - Richard Jaramillo

Seboyeta
~~Earl~~ Larry
McKendrick

Principal Duane T

Cubero
Troy Bannon

CASE STUDY

A 10-year-old female with a diagnosis of mental retardation was referred by the occupational therapist to determine her assistive technology needs. The initial interview with the occupational therapist, speech-language pathologist, physical therapist, and student's teacher and educational assistant revealed an in-depth assistive technology assessment was needed.

On 01/12/01, information of student's strengths and needs were compiled with the use of the Wisconsin Assistive Technology Initiative Checklist, classroom observation, and interview with student's school personnel. Parent interview was attempted without success (phone contacted x 2) however consent was provided for the evaluation to occur.

Previous medical history indicated that student was delivered 3 weeks early and was admitted at four months of age due to seizures and cyanosis. Later at 9 months, a similar event occurred and she was admitted where several medical exams were completed without any results to suggest why she was having seizures. Other medical complications included chronic respiratory problems, feeding, and digestive difficulties. At the time of the assessment, student was not taking any medications and was eating a regular diet. Information obtained from the student's teacher revealed she needed glasses but removed them often. Hearing screening was not provided due to student's communication difficulty.

Student's communication with others in a purposeful manner was indicated to be the primary goal of the school staff. Per observation and staff report, student's preferred communication method was included screaming, hitting, pinching, and grabbing. Some complete sentences of two words were noted but in an infrequent manner. Simple commands were followed with verbal cues, ample time to process the information, and physical cues.

Assessment information of available assistive technology included access to a G3 Mac computer with sound card, a standard QWERTY keyboard, and mouse. Observation of student's behavior with one-to-one assistance revealed student attended to tasks that incorporated the visual, tactile, and auditory system. Initiation, participation, and completion of task all required one-to-one assistance. If left unattended, student would sit and stare in front of the computer. Student when placed in front of the classroom mirror, however, was observed singing parts of familiar nursery songs (Itsy Bitsy Spider).

Recommendations following the assessment were to provide student with computer software and various types of switch-activated equipment that focused on the development of cause and effect relationship (the first component in developing a communication system). Since student enjoyed a multisensory approach to learning, software provided included music and was specifically designed to interact directly with the user. Additionally, a Tech Talk communication device was offered to facilitate greater communication during specific activities.

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Staff training on the software program occurred during the visit on 2/2/01 with and without the student. To facilitate access to the software program a touch screen was also provided. Icons developed for the Tech Talk consisted of some digital photos and simple drawings from Boardmaker. Staff training was provided on the use of Boardmaker and videotape provided to further assist with program use.

Following one week of providing the above equipment, a follow-up visit was done to reassess student's use of the equipment. Observation and staff interview revealed student was beginning to interact with some aspects of the software independently instead of sitting and staring at the computer.

The icons developed to represent student's favorite music were finished and placed on the Tech Talk by 4/5/01. Student was observed and reported to access each of the six icons successfully with one to two verbal cues. During a circle time activity, student was able to participate by using the Tech Talk and develop social skills such as turn taking without hitting others. Additionally, sign language such as "more" was introduced with the Tech Talk use and successfully used.

On 4/20/01, the student was still interacting with the delivered assistive technology and staff requested more software programs. Two other software programs were delivered on 4/23/01. School staff also reported being comfortable in using the equipment and requested that consultation visits occur following 3 to 4 weeks instead of 1 to 2 weeks.

Subsequent visits continued to reveal student was still using assistive technology with some assistance from school staff. Communication methods were further explored and a Picture Exchange Communication System (PECS) was developed with use of Boardmaker and digital picture Icons.

In conclusion, assistive technology services with staff support were observed to:

1. Facilitate student's interaction with others as demonstrated by her ability to turn take with other children while using the Tech Talk;
2. Enhance student's understanding of cause and effect relationship as demonstrated by her ability to touch the computer screen to interact with the software, and
3. Expand student's communication skills as demonstrated by her ability to use some sign language and participate in the PECS program.

Additionally, school staff obtained greater skills and knowledge in using assistive technology as demonstrated by their ability to:

1. Develop communication icons with use of Boardmaker and digital photo images;
2. Request a greater number of software programs,
3. Utilize delivered equipment without abandonment,
4. Ask for other types of equipment that could also foster cause and effect relationships,
5. Try the equipment with other students, and
6. Decrease follow-up visit intervals.

DRAFT

Student Referral Form for Assistive Technology Evaluation

Referral made by: _____

Project/Agency/School: _____ Date: _____

Mailing Address: _____

Referral Information

Person being referred: _____

Home Address: _____

City/State/Zip: _____ Home Phone: _____

Date of Birth: _____ Age: _____ Sex: _____ Exceptionality: _____

School/Program: _____ Placement: _____

Family Information

Parent/Guardian's Name: _____

Address (if different from above): _____

City/State/Zip: _____

Home Phone: _____ Work Phone: _____

Other Contact Information

Name: _____ Relationship to Student: _____

Home Phone: _____ Work Phone: _____

Name: _____ Relationship to Student: _____

Home Phone: _____ Work Phone: _____

LAPTOP • Laguna & Acoma Pueblos Technology Opportunities Project
Laguna Middle School • P. O. Box 268 • Laguna, NM 87026 • Phone (505) 552-9091 • Fax (505) 552-6466

Pre-Assessment Questionnaire

(to be filled out by a Member of Student's Care Team)

Membership: Please list the names of the person's brothers and sisters. On the following lines, list relevant professionals from school, including therapists, vocational staff, medical staff, and any other individuals that are significant in this person's life. When possible, please provide phone numbers.

Siblings & Ages: _____

Teacher(s): _____

Aide(s): _____

SLP: _____ OT: _____

PT: _____ Physician: _____

Case Manager: _____ Job Coach: _____

Others: _____

Please describe a typical day at school (routine, schedule, activities): _____

_____

_____

_____

Describe some of the activities the student and family members do together: _____

_____

_____

_____

Describe how this person interacts with parents, relatives, and familiar adults: _____

_____

_____

_____

How does this person interact with peers, friends, and siblings? _____

_____

_____

_____

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How does this person interact with unfamiliar people? _____

_____

_____

_____

What does the person usually do when his/her message is not understood? _____

_____

_____

_____

Does this person *initiate* communication or interaction with others? (Circle one.)

always frequently sometimes seldom never

Does this person *respond to* communication attempts of others? (Circle one.)

always frequently sometimes seldom never

Does the person have an opportunity to be with people without a parent, family member, or other caregiver present? Yes_____ No _____ Please describe. _____

_____

_____

_____

Has the person ever used a communication board, sign language, or other systems to help him/her communicate? Yes_____ No _____ Please describe. _____

_____

_____

_____

How does this person communicate needs, fears, discomfort, happiness?

_____

_____

_____

Health/Medical/Quality of Life Information

List concerns you have about the person which are not visible and obvious:

_____

_____

_____

What recent medical/surgical/dental procedures has the person undergone?

_____

_____

_____

Check all that apply:

_____ history of seizures

_____ currently on prescribed medication(s): _____

_____ degenerative medical condition _____

_____ frequent pain _____

_____ frequent ear infections

_____ orthopedic problems _____

_____ multiple health problems _____

_____ frequent upper respiratory infections

_____ other (describe briefly): _____

Vision Status

When was the person's last vision exam? _____ Results? _____

_____

Hearing Status

When was the person's last hearing exam? _____ Results? _____

_____

Motor/Movement/Positioning Status

In what position(s) does the person spend the majority of the time at home?

_____

_____

What adaptive equipment is currently in use (ADL eqiupment, bath equipment, communication device, computer, environmental controls, switches, stander, wheelchair, etc)?

_____

_____

What are the person's favorite activities, hobbies, toys, or interests?

_____

_____

What are the person's known dislikes and/or fears?

_____

_____

Please fill out the chart below.

Task	No Concerns	Able but Slow	Uses Unusual Methods	Unable w/out Assistance
Holds head erect and steady				
Sits without help				
Creeps on all fours				
Pulls to stand				
Walks				
Has use of hands and fingers				
Isolates single finger				
Points with finger				
Reaches for and grasps objects				

Where do you see this person in two years? _____

_____

What goals do you have for this person in each of the following areas?

Physical/Motor: _____

_____

Academic/Educational: _____

_____

Social/Emotional: _____

_____

Communication: _____

_____

Vocational: _____

_____

List ten things you would like this person to be able to express: _____

_____

_____

_____

_____

_____

Describe the goals the person has expressed that he/she would like to achieve:

_____

_____

_____

_____

_____

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Personal Sense of Competence (Performance and Control Issues)

Describe this person's personality, in your own words:

_____

_____

What are the person's strengths?

_____

_____

What are your most pressing priorities for this person in the next 6 months?

_____

_____

How does the person perform in school, on the job, and in the community?

_____

_____

Describe the person's literacy skills (knows alphabet, has sight vocabulary, sounds out words, spells own name, writes sentences, etc.)

_____

_____

What activities/events do you feel boost the person's sense of self-esteem, feelings of accomplishment and personal confidence?

_____

_____

What times of the day does the person perform the best?..... the worst?

_____

_____

Communication

How would a communication system and/or computer change this person's performance?

_____

_____

Describe your comfort level with electronic communication devices and computers:

Are you familiar with any devices? If so, which ones? _____

_____

Have you received any training on communication devices? _____

Do you use a computer? If so, what kind? _____

Does the person currently use or have access to a computer? ____ Yes ____ No

If so, where? _____

what kind? _____

what software? _____

what accessories/peripherals are attached? _____

What problems/concerns do you have about the current computer system? _____

_____

What environmental barriers, problems or considerations would need to be considered if a device is recommended? _____

_____

What questions or concerns would you like to see addressed during this evaluation?

_____

_____

Please mail completed referral questionnaire and any relevant evaluations that may assist us in determining appropriate adaptive equipment for this person to the address below:

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The Laguna -Acoma Pueblos
Technology Opportunities Project
(LAPTOP)
Laguna Department Of Education

COOPERATIVE AGREEMENT

This Agreement is entered into between the Laguna - Acoma Pueblos Technology Opportunities Project, Pueblo of Laguna Department of Education, hereinafter referred to as LAPTOP, under the Individuals with Disabilities Education Act (P.L. 105-17), the State Department of Education, and the _____, hereinafter referred to as "Parties" who jointly agree as follows:

I. Purpose of Agreement:

The purpose of this Agreement is to effect coordination between the LAPTOP, and Local Education Agency under the Individuals with Disabilities Education Act of 1997 (P.L. 105-17) for provision of appropriate assistive technology devices and services. The devices shall be provided through the Assistive Bank of Loan Equipment (ABLE) and can serve to evaluate the assistive technology needs of students with disabilities ages 3-21. The ultimate goal of the ABLE Loan Bank is to increase, maintain or improve the functional capabilities of students with disabilities to achieve their educational goals regarding free appropriate public education (FAPE) in the least restrictive environment (LRE) as defined in the students' individualized educational programs (IEP) or Individualized Family Service Plan (IFSP).

In addition, devices provided through the ABLE-LAPTOP inventory will be available for use by students 14 to 21 years old with identified transition needs and services defined in the students' Individual Transition Plans (ITP) of their IEPs.

II. Target Group:

Individuals to be served under this agreement will be individuals with disabilities, between the ages of 3 to 21 years, determined as eligible for special education programs under the Educational Standards for New Mexico Schools and the Individuals with Disabilities Education Act of 1997 (P. L. 105-17).

Individuals with disabilities, 14 to 21 years old, with identified transition needs and services in ITPs/IEPs are served through this agreement regarding ABLE-LAPTOP equipment.

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III. Scope of Services:

A. Individuals with disabilities, 3 to 5 years old, in preschool special education programs, will be served through this agreement by temporary provision of assistive technology devices for evaluation, trial use for IEP and/or Individualized Family Service Plan (IFSP) development, purchase, and/or checkout for certain educational activities conducted at school and home.

B. Individuals with disabilities, 6 to 21 years old in primary and secondary school special education programs, will be served through this agreement provision of temporary use of assistive technology devices for evaluation, try-out for IEP development, purchase, and/or checkout for certain educational activities conducted at school, home and/or transitioning. Individuals with disabilities, 14 to 21 years old, will be served regarding the ABLE-LAPTOP with identified transition needs and services in ITPs/IEPs.

IV. Responsibilities:

A. The LAPTOP agrees to:

1. Identify, make available and maintain assistive technology devices owned by ABLE-LAPTOP, other service providers and Local Education Agency, and requested by qualified ancillary personnel (e.g., therapists, teachers, and other parties) to meet individual educational needs of students with disabilities;

2. Coordinate under appropriate policies and procedures the checkout, tracking, training and technical assistance for qualified ancillary personnel, teachers, and other parties associated with Local Education Agency activities to identify, adjust and adapt the assistive technology devices to meet the individual educational needs of students with disabilities and associated family members; and

3. Provide payment for the shipment, and shipment insurance costs of a particular assistive technology device, to the Local Education Agency.

B. The Local Education Agency agrees to:

1. Implement appropriate policies and procedures for the checkout, tracking, training and technical assistance with assistive technology devices by qualified personnel, such as therapists and teachers, to meet the individual educational needs of students with disabilities and associated family members, and other parties associated with the activities in school, home, work and/or community transitioning;

2. Provide the technical support of Local Education Agency staff person(s) who are trained in the use of the technologies with students, family members, teachers, personnel, and other parties associated with the Local Education Agency activities;

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3. Enter into a separate loan agreement for each assistive technology device checked out through ABLE-LAPTOP;

4. Provide insurance coverage for the use of the assistive technology device for use in school, home and transitional work sites, as needed;

5. Assume all responsibility for theft, vandalism, neglect, or loss;

6. Assume responsibility for returning the assistive technology device/s to the LAPTOP office.

7. Submit a completed evaluation of the utilization of the assistive technology device and its role in furthering the goals of the student's ITP/IEP and/or IFSP. This evaluation will be submitted per each student who uses an ABLE-LAPTOP assistive technology device or system.

V. Terms of Agreement:

This Agreement shall become effective on the date when signed by all parties and shall terminate on **August 31, 2003.**

VI. Termination:

Any party may terminate this Agreement by notifying the others in writing at least 60 days prior to the intended date of the termination. In the event that Federal or State laws are amended or judicially interpreted so as to render fulfillment of this agreement on the part of any of the parties impossible, LAPTOP and the Local Education Agency shall be discharged from further obligations under the terms of this Agreement.

VII. Confidentiality:

Confidentiality of information provided to or developed by LAPTOP and the Local Education Agency in the performance of this Agreement shall be maintained. Students and Parent or Guardian, where appropriate, shall sign a release to the Local Education Agency of information for evaluation and other documents involving use of ABLE-LAPTOP assistive technology devices. Any documents regarding uses of ABLE-LAPTOP assistive technology devices developed by the Local Education Agency shall be subject to inspection by the LAPTOP. The Local Education Agency shall maintain these documents for no less than three (3) years following termination of this agreement.

VIII. Compensation:

Through this Cooperative Agreement funds will not be payable to, nor transferred between, any of the parties.

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IX. Records and Audit:

The Local Education Agency shall maintain detailed records regarding the maintenance, use, and condition of the assistive technology device(s) loaned to the Local Education Agency through ABLE-LAPTOP. These records shall be subject to inspection by the Pueblo of Laguna Department of Education. The Local Education Agency shall maintain these records at the Local Education Agency for at least three (3) years following termination of this Agreement.

X. Product of Services - Copyright:

All materials developed or acquired by the Local Education Agency under this Agreement regarding use of ABLE-LAPTOP assistive technology devices shall become the property of the Pueblo of Laguna Department of Education and shall be delivered to the LAPTOP no later than the termination date of this Agreement. Nothing produced, in whole or in part, by the Local Education Agency under this Agreement shall be the subject of an application of copyright by or on behalf of the Agreement.

XI. Amendments:

This Agreement shall not be altered, changed or amended except by instrument in writing executed by the parties hereto.

XII. Scope of Agreement:

This Agreement incorporates all agreements, convenants, and understandings between the parties hereto concerning the subject matter hereto and all such agreements, covenants and understandings that have been merged into this written Agreement. No prior agreements or understandings concerning the Scope of Service, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this Agreement.

XIII. Applicable Law:

This Agreement shall be governed by the laws of the State of New Mexico.

XIV. Title, Maintenance and Disposition of Equipment:

A. Title to the assistive technology device(s) owned by ABLE-LAPTOP shall remain with the LAPTOP throughout the term of this Agreement. The Local Education Agency shall take reasonable care to secure the assistive technology device(s) from theft or loss. The Local Education Agency shall inventory the assistive technology device(s) on an ongoing basis, shall be liable to the LAPTOP for the theft or loss of an assistive technology device, and shall provide an immediate accounting for all assistive technology devices found to be missing.

B. The Local Education Agency shall maintain the assistive technology device(s) in good and safe condition. The LAPTOP and Local Education Agency agree that

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the use of the assistive technology device(s) for the purposes contemplated in this Agreement involve the possibility of damage to and/or destruction of the assistive technology device(s). The Local Education Agency shall carry insurance to protect against liability for damage to and/or destruction of the assistive technology device. The Local Education Agency shall inventory the assistive technology device(s) on an ongoing basis, and shall provide an immediate accounting for all assistive technology device(s) found to be damaged or destroyed.

The Local Education Agency shall inspect the assistive technology device(s) prior to its provision to any individual or entity and assure that the assistive technology device(s) is in good and safe working order prior to the loan of the assistive technology device(s) to any individual or entity.

C. Upon the termination of this Agreement, the Local Education Agency shall deliver all assistive technology device(s) not previously returned to the LAPTOP. If any assistive technology device(s) is found to be damaged to the point that it cannot be repaired for safe use, or destroyed, the affected assistive technology device(s) shall be immediately returned to the LAPTOP for disposition by the LAPTOP.

Under no circumstances shall the Local Education Agency dispose of any of the assistive technology device(s) in a manner not provided for under this Agreement.

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FOR THE LOCAL EDUCATION/COMMUNITY AGENCY:

RECOMMENDED BY:

_____ _____

Program Director Date

APPROVED BY:

_____ _____

Agency Head Date

FOR PUEBLO OF LAGUNA DEPARTMENTOF EDUCATION

RECOMMENDED BY:

_____ _____

Project Coordinator, LAPTOP Date

APPROVED BY:

_____ _____

Gilbert Sanchez, Superintendent Date
Pueblo of Laguna Department of Education

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The Laguna -Acoma Pueblos
Technology Opportunities Project
(LAPTOP)
Laguna Department Of Education

POLICIES AND PROCEDURES

The ABLE-LAPTOP provides a cost effective way for students with disabilities to try out an assistive device or an adaptive solution on a short term basis for evaluation, appropriate device determination and training in school, home, community and school-to-work contexts as defined in the student's Individualized Education Program (IEP). The loan system can be used by special education programs as a resource to save budget dollars when considering the purchase of appropriate device(s).

The ABLE-LAPTOP has the following types of devices for student trial and use: alternative and augmentative communication (AAC) devices, adaptive setups for existing computers (Macintosh, Windows), mounting and positioning devices, alternative input and output devices, and special software programs that enhance student productivity.

How Does ABLE-LAPTOP Work?

The loan bank functions through Cooperative Agreements between LAPTOP and participating special education programs in BIA schools, contract and grant schools, and New Mexico school districts that extend into the Pueblos of Acoma and Laguna.

In accord with the Cooperative Agreements, LAPTOP provides on-site training, coordination, maintenance, and tracking of the ABLE device(s). Throughout the loan period, these services are available to the student, family, and school personnel as defined in the student's IEP. Other resources may be used to assist in needs assessments, student evaluations, and in the determination of existing devices the school district(s) might already have. As needs are identified, project personnel will assist in seeking funding strategies that will support the procurement and maintenance of the devices.

How Does the Student Get Involved?

In order to participate, special education personnel and/or the student's family may initiate contact by calling ABLE-LAPTOP staff.

The following information may be requested:

- The student's family will need to complete a LAPTOP application or a Release of Records form as well as provide the student's current IEP and pertinent therapy evaluations. Family support is available if requested.

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- The IEP should specify:
    1) the skills or academic objectives that are targeted for the student;
    2) in what settings the technologies will be used (e.g., school, home, school-to-work program);
    3) the projected loan period; and
    4) the anticipated outcomes.

The student and family may also request assistance in identifying potential funding sources such as Early Intervention, Special Education, Vocational Rehabilitation, Medicaid, Medicare, Private Insurance and Veterans Affairs.

What Is a Recommended Evaluation Procedure to Use?

1. A representative from the IEP Team will amend the student's present IEP to reflect the required functions or features of the technology (examples: positioning and mounting mechanisms, alternative augmentative communication devices, computer access adaptations and modifications, assisted listening systems). An assistive technology evaluation will provide a structure for the identification and determination of specific device features.

2. Following an evaluation or a case review by project staff, ABLE-LAPTOP will then loan a device that meets the identified requirements. For example, a teacher may state that the student needs an alternative method of generating written reports to meet IEP objectives related to writing. Once a potential device or solution is identified, the system will be loaned to the school to be used by the student for a specific period of time. The writing products realized throughout the trial loan period will be examined and compared to her/his handwriting *without* the technology. Consideration of speed, accuracy, efficiency, and energy output will help determine whether the equipment contributes positively to academic gains, or whether a different solution should be implemented. A realistic time frame may range from only a few days to perhaps eight weeks, depending on the complexity of the solution and the learning curve required for independent operation.

3. The results of the device trial(s) will be documented in a report by school personnel and/or therapists, and will address progress or gains across settings and across academic tasks. An IEP meeting will then be convened to discuss modifications, accommodations, or adaptations to the student's academic goals, based on the support of assistive technologies.

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Check-Out/Check-In Procedures

1. A call from school or community program personnel to the LAPTOP Project Coordinator starts the loan process. The LAPTOP will conduct an intake and check into the availability of the requested device.

2. A copy of the student's IEP (including release/addendum/evaluation info) is required prior to loaning a device.

3. The ABLE-LAPTOP staff will provide the intake information (Student IEP/Release of Records Form/AT Device Needed) to the appropriate staff person, who will check to make sure the device is in working order and that the IEP documentation is complete.

4. The ABLE-LAPTOP staff will then prepare a Loan Agreement to accompany the equipment, and will ship the item(s) to the requesting person. The Loan Agreement must be signed by the requesting school staff and the Project Director.

5. On the return/check-in of the device:

   ABLE-LAPTOP staff will:

   a. Check to ensure that all components and pieces are returned;

   b. Prepare the device(s) for future checkout (charge batteries, count cords, clean cases, etc.); and

   c. File the Loan Agreement (indicating the date returned) and record outcome evaluation data.

Additional Information/Contacts

For questions relating to student needs, equipment availability, or personnel support, please call Mike Chambers, LAPTOP Coordinator, at (505) 552-9091 or (505) 980-1692.

For questions relating to LAPTOP grant administration, please call Kathy McWhorter, Project Director (800) 866-2253, or send email to: *kathym@state.nm.us*

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The Laguna -Acoma Pueblos
Technology Opportunities Project
(LAPTOP)
Laguna Department Of Education

ADVISORY COUNCIL

I. Designation

The organization referred to in this document shall be known as the *Advisory Council for the Laguna and Acoma Pueblos Technology Opportunities Project* (LAPTOP), hereinafter referred to as the "Council" for the New Mexico Native American Consortium for Educational and Assistive Technologies for Indian Children Living on the Acoma and Laguna Pueblos.

II. Authorization

The Advisory Council is authorized by a federal grant award (S299A990001), a Demonstration Grant for Indian Children, Office of Elementary and Secondary Education, U.S. Department of Education, to the New Mexico Technology Assistance Program (NNMTAP) within the Division of Vocational Rehabilitation (DVR) of the State Department of Education.

III. Purpose

The purpose of the Council is to provide guidance and advice to LAPTOP regarding all activities funded by this grant including the development, implementation, operations and continuation of the Assistive Bank of Loan Equipment (ABLE) to serve educational and assistive technology needs of Indian children with disabilities.

IV. Duties

Through its planning, coordination, monitoring, and evaluation activities, the Council shall encourage and support the development of a model program to meet the needs of Indian children with disabilities from birth to age 21. Duties of the Council may include, but are not limited to, the following:

- Meet on a regularly scheduled basis as determined by the Council but not less than once every three months.

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- Advise and assist in the implementation of the LAPTOP Work Plan including revisions to the plan and specifying or alerting priority tasks and outcomes.

- Provide input and have decision making authority by a majority vote of the Council regarding services provided by the model ABLE program.

- Provide input on various working committees to achieve the goals and objectives of the LAPTOP to assist children with disabilities to locate, secure, and maintain the assistive technology and services needed to achieve greater control and independence in their lives. This will include service and training coordination, funding, consumer oversight and quality assurance, public and private partnerships, public awareness and cooperative funding through IDEA and LEA responsibilities.

- Review the identified needs of children with disabilities and prioritize service delivery based on standardized criteria and procedures.

Criteria for determining level of need:

1) Determine immediacy of need and level of need based on perceived impact of the equipment or devices on enhancement of daily living skills and functional independence, and
2) Assess whether other funding is available to purchase equipment, to contribute to the total cost, and/or to procure similar equipment, if there is a "good match."

V. Membership

All members of the Council are appointed and serve at the request of the LAPTOP Project Coordinator, and the DVR Grant Administrator(s).

The Council shall be composed of representatives of principal local community service agencies and shall provide the Council Chairperson. Project Coordinator of LAPTOP, with a letter from their agency indicating recognition of their membership on the Council and their authority to represent their agency in all matters of the Council.

Consumers of Assistive Technology = *Minimum of 2 Members*

Advisory Council membership is to include parent representatives who have a child with a disability, and/or representatives at large who are consumers of assistive technology.

Agencies /Organizations = 6 Members

Agency representation shall consist of one representative of each of the following agencies:

1) Acoma Head Start
2) Laguna Head Start
3) Sky City Elementary
4) Laguna Elementary
5) Laguna Acoma High School
6) Laguna Acoma Vocational Rehabilitation

The right of a Council member to designate another individual as proxy shall be recognized, providing that written notification of such designation is received by the Chairperson prior to the start of the meeting at which the proxy will vote. An individual may carry only one (1) proxy vote.

If a Council member misses two (2) consecutive meetings without proxy representation, they will be notified that they may be removed from the council.

VI. Council Leadership

The Chairperson shall be the Project Coordinator of the Laguna and Acoma Pueblos Technology Opportunities Project (LAPTOP) and serve as presiding officer at the Council and special committee meetings, and represent the Council on issues the Council has adopted. The Chairperson will have responsibility for coordinating with the DVR Grant Administrator(s).

VII. Council Meetings

A minimum of four (4) full Council meetings will be held annually at the call of the Chairperson in consultation with appropriate representatives of the Council. Notification of such meetings will be given at least ten days in advance. An agenda will be submitted to members for additions and

comments. Special or emergency meetings may be called by the Council Chairperson.

VIII. Voting

For Council meetings, all council members or their proxies who are present (including the Chairperson) shall be entitled to one (1) vote on all matters before the Council. All votes shall be recorded.

Voting to obtain the Council's recommendation may be accomplished by a simple majority vote of members or their proxies present at the meeting.

All matters voted on by the Council shall be recorded in the minutes of the meeting and may apply to matters of conducting business of the Council and decision making relative to prioritizing assistive technology purchases or service delivery to individual consumers.

Effective: August, 2000

Wisconsin Assistive Technology Initiative
Assistive Technology Checklist

Writing

Mechanics of Writing

- ❑ Pencil/pen with adaptive grip
- ❑ Adapted paper (e.g. raised line, highlighted lines)
- ❑ Slantboard
- ❑ Typewriter
- ❑ Portable word processor
- ❑ Computer
- ❑ Other:

Alternate Computer Access

- ❑ Keyboard w/ Easy Access or Access DOS
- ❑ Word Prediction, abbreviation/expansion to reduce keystrokes
- ❑ Keyguard
- ❑ Arm Support (e.g. Ergo Rest)
- ❑ Track ball/track pad/ joystick w/ onscreen keyboard
- ❑ Alternate keyboard (e.g. IntelliKeys, Disc. Board, TASH)
- ❑ Mouth stick/head pointer w/ standard/alternate keyboard
- ❑ Head Mouse/Head Master/Tracker w/ onscreen keyboard
- ❑ Switch with Morse Code
- ❑ Switch with scanning
- ❑ Voice recognition software
- ❑ Other:

Composing Written Material

- ❑ Word cards/word book/word wall
- ❑ Pocket dictionary/thesaurus
- ❑ Electronic/talking electronic dictionary/thesaurus/spell checker (e.g.Franklin Bookman)
- ❑ Word processor w/ spell checker/grammar checker
- ❑ Word processor w/ word prediction (e.g. Co:Writer) to facilitate spelling and sentence construction
- ❑ Talking word processor for multisensory typing
- ❑ Multimedia software for expression of ideas (assignments)
- ❑ Voice recognition software
- ❑ Other:

Communication

- ❑ Communication board/book with pictures/objects/letters/words
- ❑ Eye gaze board/frame
- ❑ Simple voice output device (e.g. BigMack, Cheap Talk, Voice in a Box, MicroVoice, talking picture frame, Hawk)
- ❑ Voice output device w/ levels (e.g. 6 Level Voice in a Box, Macaw, Digivox,
- ❑ Voice output device w/ icon sequencing (e.g. AlphaTalker Liberator, Chatbox)
- ❑ Voice output device w/ dynamic display (e.g. Dynavox, Speaking Dynamically w/ laptop computer/Freestyle)
- ❑ Device w/ speech synthesis for typing (e.g. Cannon Communicator, Link, Write:Out Loud w/ laptop computer)
- ❑ Other:

Reading, Studying, and Math

Reading

- ❑ Changes in text size, spacing, color, background color
- ❑ Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- ❑ Use of pictures with text (e.g. Picture It, Writing with Symbols)
- ❑ Talking electronic device to pronounce challenging words (e.g. Franklin Bookman, American Heritage Dictionary)
- ❑ Scanner w/OCR and talking word processor
- ❑ Electronic books
- ❑ Other

Learning/Studying

- ❑ Print or picture schedule
- ❑ Low tech aids to find materials (i.e., index tabs, color coded folders)
- ❑ Highlight text (e.g. markers, highlight tape, ruler, etc.)
- ❑ Voice output reminders for assignments, steps of task, etc.
- ❑ Software for manipulation of objects/concept development (e.g. Blocks in Motion, Toy Store) - may use alternate input device, e.g. switch, touch window
- ❑ Software for organization of ideas and studying (e.g. Inspiration, Claris Works Outline, PowerPoint, etc.)
- ❑ Recorded material (books on tape, taped lectures with number coded index, etc.)
- ❑ Other:

Math

- ❑ Abacus/ Math Line
- ❑ Calculator /calculator with print out
- ❑ Talking calculator
- ❑ Calculator w/ large keys and/or large LCD print out
- ❑ On screen calculator
- ❑ Software with cueing for math computation (may use adapted input methods)
- ❑ Tactile/voice output measuring devices (e.g. clock, ruler)
- ❑ Other:

Recreation & Leisure

- ❑ Adapted toys and games (e.g. toy with adaptive handle)
- ❑ Use of battery interrupter and switch to operate a toy
- ❑ Adaptive sporting equipment (e.g. lighted/bell ball, velcro mitt)
- ❑ Universal cuff to hold crayons, markers, paint brush
- ❑ Modified utensils (e.g. rollers, stampers, scissors)
- ❑ Ergo Rest to support arm for drawing/painting
- ❑ Drawing/graphic program on computer (e.g. Kid Pix, Blocks in Motion)
- ❑ Playing games on the computer
- ❑ Music software on the computer
- ❑ Other:

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Wisconsin Assistive Technology Initiative
Assistive Technology Checklist

Activities of Daily Living (ADLs)

- ❑ Adaptive eating devices (e.g. foam handle on utensil)
- ❑ Adaptive drinking devices (e.g. cup with cut out rim)
- ❑ Adaptive dressing equipment (e.g. button hook, reacher)
- ❑ Other:

Mobility

- ❑ Walker
- ❑ Grab rails
- ❑ Manual wheelchair
- ❑ Powered mobility toy (e.g. Cooper Car, GoBot)
- ❑ Powered wheelchair w/ joystick, head switch or sip/puff control
- ❑ Other:

Environmental Control

- ❑ Light switch extension
- ❑ Use of Powerlink and switch to turn on electrical appliances (e.g. radio, fan, blender, etc.)
- ❑ Radio/ Ultra sound/ remote controlled appliances
- ❑ Other:

Positioning & Seating

- ❑ Non-slip surface on chair to prevent slipping (e.g. Dycem)
- ❑ Bolster, rolled towel, blocks for feet
- ❑ Adapted/alternate chair, side lyer, stander
- ❑ Custom fitted wheelchair or insert
- ❑ Other:

Vision

- ❑ Eye glasses
- ❑ Magnifier
- ❑ Large print books
- ❑ CCTV (closed circuit television)
- ❑ Screen magnifier (mounted over screen)
- ❑ Screen Magnification Sftwr. (e.g. CloseView, Zoom Text)
- ❑ Screen color contrast (e.g. CloseView)
- ❑ Screen reader (e.g. OutSpoken), text reader
- ❑ Braille translation software
- ❑ Braille printer
- ❑ Enlarged or Braille/tactile labels for keyboard
- ❑ Alternate keyboard with enlarged keys
- ❑ Braille Keyboard and Note taker (e.g. Braille N Speak)
- ❑ Other:

Hearing

- ❑ Pen and paper
- ❑ Computer/portable word processor
- ❑ TTY for phone access w/ or w/o relay
- ❑ Signaling Device (e.g. vibrating pager)
- ❑ Closed Captioning
- ❑ Real time captioning
- ❑ Computer aided notetaking
- ❑ Screen Flash for alert signals on computer
- ❑ Personal amplification system
- ❑ Hearing Aid
- ❑ FM system
- ❑ Loop system
- ❑ Infrared system
- ❑ Phone amplifier
- ❑ Other:

Comments:

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Wisconsin Assistive Technology Initiative
Assistive Technology Consideration Guide

Student: _____ School: _____

1. What task is it that we want this student to do, that s/he is unable to do at a level that reflects his/her skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks which are not relevant to the student's IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations, if yes, describe in column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, or software) that could be used to address this task? (If none are known, review WATI's AT Checklist) If any assistive technology tools are currently being used (or were tried in the past), describe in column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete column C.

Tasks:	A. If currently completes task with special strategies/accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
❒ Mechanics of Writing			
❒ Computer Access			
❒ Composing Written Material			
❒ Communication			
❒ Reading			
❒ Learning/ Studying			

Tasks:	A. If currently completes task with special strategies/accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
❒ Math			
❒ Recreation & Leisure			
❒ Activities of Daily Living (ADLs)			
❒ Mobility			
❒ Environmental Control			
❒ Positioning & Seating			
❒ Vision			
❒ Hearing			

5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration: _____

_____

Persons Present: _____ Date: _____

Wisconsin Assistive Technology Initiative
ENVIRONMENTAL OBSERVATION GUIDE

Student/Child: _____ **Date:** _____

Location: _____ **Observer(s):** _____

Activity: _____

Activity/task(s) being observed	Ways that typical Students participate	Ways the target student participates	Barriers to target student's participation	Potential accommodation(s) and/or AT

Wisconsin Assistive Technology Initiative, 9/97

Wisconsin Assistive Technology Initiative
Assistive Technology Planning Guide

PROBLEM IDENTIFICATION

Student's Abilities/Difficulties related to Tasks	**Environmental Considerations**	**Tasks:** What does the student need to be able to do?
Writing/Use of Hands: Communication: Reading Cognition: Mobility: Vision: Hearing: Behavior: Other:	e.g. classroom, playground, lunchroom, home; IBM compatible computer in room available for all children, voice output device available in classroom, etc.; students sit on floor for calendar, desks arranged in groups of four; chalkboard at end of long room	e.g. produce legible written material, produce audible speech, read text, complete math problems, participate in rec/leisure, move independently in the school environment. Task(s) identified for Solution Generation

Solution - Generation	Solution - Selection	Implementation Plan
Brainstorming Only - no decision Resources: AT Checklist Technology Toolbox CTG Resource Directory Co-Net CD AAC Feature Match/Needs First your AT Consultant	Discuss & Select best ideas from brainstorming	AT services needed. AT trial: how long, when, person (s) responsible Follow-up Plan Who & When - Set specific date now

Lynch & Reed (1997), Incorporation from SETT framework (Zabala, 1994)

Note: It is not intended that you write on this page. Each topic should be written where everyone can see them, i.e. on a flip chart, board or overhead projector - information should then be copied on paper for file or future reference.

Wisconsin Assistive Technology Initiative
Assistive Technology Assessment Procedure Guide
for School Districts/Birth-3 Programs

School District: _____ School: _____
Student: _____ Grade: _____
Team Members: _____

Date Completed

Before the Meeting:

Step 1: **Team Members Gather Information.** Review existing information regarding child's abilities, difficulties, environment, and tasks. If there is missing information, you will need to gather the information by completing formal tests (e.g. Bruininks-Oseretsky, Peabody, etc.), completing informal tests, and/or observing the child in various settings. The WATI Student Information Guide and Environmental Observation Guide are used to assist with gathering information.

Step 2: **Schedule Meeting.** Schedule the meeting with team. Team includes: Parents, student (if appro.), service providers (e.g.. Spec. Ed. Teach., Gen. Ed. Teach., SLP, OT, PT, Admin.), and others.

At the Meeting:

Step 3: **Team Completes Problem Identification Portion of AT Planning Guide.** Choose someone to write all topics where everyone participating can see them. The emphasis in Problem Identification is identifying tasks the child needs to be able to do and the relationship of the child's abilities/difficulties and environment to the child's performance of the tasks.

Note: Team should move quickly through listing "Student's Abilities/Difficulties related to tasks"(5-10 min). Team should move quickly through "Environmental Considerations" (5-10 min.), listing key aspects of the the environment in which the child functions and the child's location and positioning within the environment. **Identifying the Tasks the child needs to be able to do is important because the Team cannot generate AT Solutions until the Tasks have been identified.**

Step 4: **Choose Tasks for Solution Generation.** Identify 1 (or possibly 2) critical tasks for which the team will generate solutions.

Step 5: **Solution Generation.** Brainstorm all possible solutions.

Note: The specificity of the solutions will vary depending on the knowledge and experience of the team members; some teams may generate names of specific devices with features that will meet the child's needs, other teams may simply talk about features that are important, e.g. "needs voice output", "needs to be portable", "needs few (or many) messages", "needs input method other than hands", etc. Teams may want to use specific resources to assist with Solution Generation. These resources include; the AT Checklist , the ASNAT manual, the Tool Box in Computer Resources for People with Disabilities, AAC match or Needs First software, Trace Resource Book. Closing the Gap Directory, and/or WATI consultant.

Step 6: **Solution Selection.** Discuss the solutions listed, thinking about which are most effective for the student. It may help to identify solutions which can be implemented 1) immediately, 2) in the next few months, and 3) in the future. At this point list names of specific devices, hardware, software, etc. If the team does not know the names of devices, etc., use resources noted in Step 5.

Step 7: **Implementation Plan.** Develop Implementation Plan (including trials with equipment) – being sure to assign names and dates and Follow Up Plan.

▲**Reminder**: Steps 3-7 occur in a meeting with all topics written where all participants can see them because decision making is a process which involves service providers who work with a child in his/her customary environment and the child's parents. Use a flip chart, board or overhead during the meeting and ensure that someone transfers the information to paper for the child's file or future reference.

After the Meeting:

Step 8: **Implement**

Step 9: **Follow Up on Planned Date**

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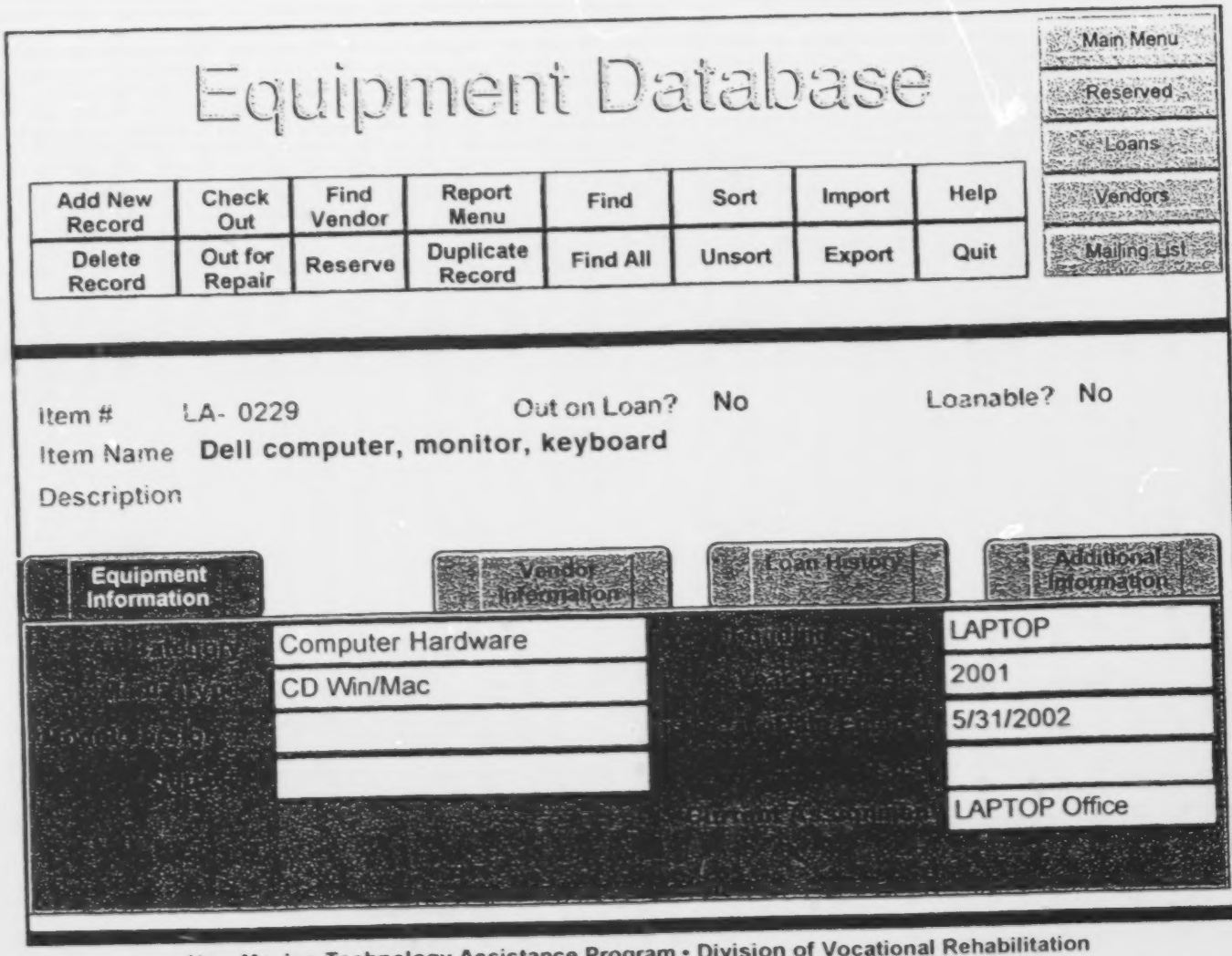
ASSISTIVE TECHNOLOGY ITEMS
FROM THE
LAPTOP LIBRARY

ITEM NAME	DATE BORROWED	DATE RETURNED
Assorted Coin Pack #LA-0110 (borrowed for the resource room students)	September 28, 2001	
Coin-U-Lator #LA-0109 (borrowed for the resource room students)	September 28, 2001	
CD – Following Directions (Left & Right) (Zachary Vicente) #LAPTOP-0182	September 28, 2001	
CD – Simple Sentence Structure (Zachary Vicente) #LAPTOP-0181	September 28, 2001	
CD – Following Directions (Zachary Vicente) #LAPTOP-0183	September 28, 2001	
Coin Abacus #LA-0101 (Zachary Vicente)	September 28, 2001	
Coin-U-Lator Worksheets #LA-0111 (borrowed for the resource room students)	September 28, 2001	
Money Tray #LA-0117 (borrowed for the resource room students)	September 28, 2001	

	ASSISTIVE TECHNOLOGY TEACHER CHECKOUT		INVENTORY	
ITEM DESCRIPTION	DATE BORROWED	CONDITION	TEACHER NAME	RETURN DATE & INITIALS
CD-Following Directions (L & R)				
#LAPTOP - 0182	09/28/2001	New	Mrs. Drum	
CD-Simple Sentence Structure				
#LAPTOP - 0181	09/28/2001	New	Mrs. Drum	
CD-Following Directions				
#LAPTOP-0183	09/28/2001	New	Mrs. Drum	
Coin Abacus #LA-0101	09/28/2001	New	Mrs. Drum	
TEACHER SIGNATURE	Virginia Drum			
DATE	10/17/01			



New Mexico Technology Assistance Program • Division of Vocational Rehabilitation
435 St. Michael's Drive, Building D • Santa Fe, New Mexico 87505 • (800) 866-2253

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Item Name	Description	Platform	Item #	Loanable?
Write OutLoud	Talking word processor with integrated spell checker and dictionary	CD Win/Mac	0001	Yes
Co:Writer 4000	Word processing support program; Total Vocabulary System with FlexSpell and Grammar Prediction	CD Win/Mac	0002	Yes
AlphaSmart 3000	Keyboard, PCY Cable, (3) AAA Batteries, User Manual Registration# 017-056-055-500-001		0003	Yes
Touch Window - PC	Touch Screen for PC, Stylus, PC 3.5" Disk, Edmark User Guide, Installation Information, Velcro Strips, Monitor Adapter Rails,	3.5" Win for	0004	Yes
BIGmack 3 - AbleNet	Single Message Voice Output Communication Aid, User manual	N/A	0005	Yes
PowerLink 3 - AbleNet	Control Unit for Switch Control, User Manual	N/A	0006	Yes
Step-by-Step Communicator	Communicator, Snap Track, AbleLink Connectables Mounting Base, Cable, User Manuals	N/A	0007	Yes
AirLink Cordless Switch -	Switch, Snap Track, User Manuals, Cable, AbleLink Connectables Mounting Base	N/A	0008	Yes
Boardmaker for Windows	A program for making communication boards and overlays Training Video, User's Guide, Picture Index, Program Disks	3.5" Win (4	0009	
Boardmaker for Macintosh	Training Video, User's Guide, Picture Index, Program CD-ROM	CD Mac	0010	
All-Turn-It Spinner - AbleNet	Communication Spinner (accepts switch input), Instructions, Marker, Dice Overlays, User Manuals	N/A	0011	Yes
AMDi Tech-Speak	Device, Overlay Templates PC Disk, Instruction Sheet, Shoulder Strap	3.5" Win	0012	Yes
Tech/Talk 8x8	Device, Overlay Templates PC Disk, Instruction Sheet, Shoulder Strap	3.5" Win	0013	Yes
Califone Card Master	magnetic card reader	N/A	0014	Yes

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Item Name	Description	Platform	Item #	Loanable?
AlphaSmart 3000 - Case and	battery included		0015	
AlphaSmart 3000 - Case and	battery included		0016	
AlphaSmart 3000 - Case and	Battery included		0017	
AlphaSmart 3000 - Case and	battery included		0018	Yes
AlphaSmart 3000 - Case and	battery included		0019	
AlphaSmart 3000 - Case and	battery included		0020	
AlphaSmart 3000 - Case and	battery included		0021	Yes
AlphaSmart 3000 - Case and	battery included		0022	
AlphaSmart 3000 - Case and	battery included		0023	
AlphaSmart 3000 - Case and	battery included		0024	
Creature Chorus - Laureate	Introduces cause-and-effect, turn-taking, visual tracking, auditory awareness, discrete pointing, and use of a mouse or single	CD Win/Mac	0025	Yes
AlphaSmart 3000 - Case and	battery included		0026	
AlphaSmart 3000 - Case and	battery included		0027	
Intellikeys Keyboard for PCs		N/A	0028	Yes

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Item Name	Description	Platform	Item #	Loanable?
Intellikeys Keyboard for PCs	Alternative keyboard, cables, overlays	N/A	0029	Yes
Intellikeys Keyboard for PCs	Alternative keyboard	N/A	0030	Yes
Intellikeys Keyboard for PCs	Alternative keyboard	N/A	0031	Yes
iMate Universal ADB to USB	Supports all ADB devices	3.5" Mac	0032	
HiPower Aspheric Hand	Distortion free magnification - rectangle	N/A	0033	Yes
Touch Window for Macintosh	Touch-sensitive screen for use with Macintosh	3.5" Mac	0034	Yes
Reader Rabbit preschool ages	Macintosh software	CD Mac	0035	Yes
Datadesk - Little Fingers	small keyboard	3.5" Mac	0036	Yes
Words and Concepts -	Macintosh and PC cognitive learning software	CD Win/Mac	0037	Yes
Creature Chorus - Laureate	Mac and PC cognitive software	CD Win/Mac	0038	Yes
Computer Magnifier Screen	Magnification system for computer screen	N/A	0039	Yes
Magic Touch Window	Mac and PC Touch Window with touch screen panel, controller, cable, setup diskette, manual and stylus		0040	Yes
Creature Features - Laureate	Introduces cause-and-effect, turn-taking, and use of a single switch	CD Win/Mac	0041	Yes
Creature Antics - Laureate	Introduces cause-and-effect, turn-taking, and use of a single switch	CD Win/Mac	0042	Yes

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Item Name	Description	Platform	Item #	Loanable?
Creature Capers - Laureate	Cause-and-effect, turn-taking, single switch software from Laureate	CD Win/Mac	0043	Yes
Creature Chorus - Laureate	Introduces cause-and-effect, turn-taking, visual tracking, auditory awareness, discrete pointing, and use of a mouse or single	CD Win/Mac	0044	Yes
Following Directions: One and	Trains one-level, sequential, and two-level commands using school concepts, spatial relations and directional terms. Accepts	CD Win/Mac	0045	Yes
Following Directions: Left and	Trains ability to follow directions and develop left/right discrimination skills.	CD Win/Mac	0046	Yes
First Words - Laureate	Trains development of early vocabulary in 10 categories. Accepts keyboard, touchwindow, single switch or mouse input.	CD Win/Mac	0047	Yes
Exploring First Words -	Trains early development of vocabulary, arranged by category in realistic scenes.	CD Win/Mac	0048	
Exploring First Verbs -	Trains early development of 40 verbs in 8 full-screen scenes. Accepts keyboard, touchwindow, single switch or mouse input.	CD Win/Mac	0049	Yes
Words & Concepts I - Laureate	Trains vocabulary and concepts in six integrated units: Vocabulary, Categorization, Word Identification by Function,	CD Win/Mac	0050	Yes
Words & Concepts II -	Trains vocabulary and concepts in six integrated units: Vocabulary, Categorization, Word Identification by Function,	CD Win/Mac	0051	Yes
Words & Concepts III -	Trains vocabulary and concepts in six integrated units: Vocabulary, Categorization, Word Identification by Function,	CD Win/Mac	0052	Yes
Nouns & Sounds - Laureate	Trains auditory awareness, auditory perception, and auditory memory.	CD Win/Mac	0053	Yes
Adjectives and Opposites:	Introduces, trains and reinforces early developing adjectives and opposites.	CD Win/Mac	0054	Yes
Tiger's Tale - Laureate	Stimulates expressive speech and language development in a high-interest, open-ended environment. Requires microphone.	CD Win/Mac	0055	
Simple Sentence Structure -	Trains subject-verb-object word order in simple sentences. Accepts keyboard, touchwindow, single switch or mouse input.	CD Win/Mac	0056	Yes

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Item Name	Description	Platform	Item #	Loanable?
Micro-LADS - Laureate	Microcomputer Language Assessment and Development System (7 modules).	CD Win/Mac	0057	Yes
Talk Time with Tucker -	Encourages children's vocalization skills and provides opportunities to experiment with duration and volume of speech.	CD Win/Mac	0058	Yes
Exploring First Words II -	Trains early development of vocabulary (50 nouns), arranged by category in 10 realistic scenes. Accepts keyboard, touchwindow,	CD Win/Mac	0059	
Talking Verbs - Laureate	Encourages expressive language, promotes communication, and trains aug-com skills. Accepts keyboard, touchwindow, single	CD Win/Mac	0060	Yes
Talking Nouns I - Laureate	Encourages expressive language, promotes communication, and trains aug-com skills. Accepts keyboard, touchwindow, single	CD Win/Mac	0061	Yes
Talking Nouns II - Laureate	Encourages expressive language, promotes communication, and trains aug-com skills. Accepts keyboard, touchwindow, single	CD Win/Mac	0062	Yes
McCarron Assessment of	Manual, score forms, hand dynamometer, stopwatch-timer, walking line and components for measuring fine and gross motor	N/A	0063	No
McCarron Dial Evaluation	McCarron-Dial Evaluation System Manual, PPVT, Bender V-M Gestalt Test, Koppitz Scoring System Manual, Observational	N/A	0064	No
MDS Haptic Visual	Photographic plates, folding screen, sets of shapes, sizes, textures and configurations, score forms, and test manual.	N/A	0065	No
Tech/Four Device	AMDi AAC device with built-in microphone, speaker, and record; also has 4 1/8" phone jacks for multiple switch input.	N/A	0066	Yes
Tech/Talk 8x8 Device	AMDi AAC device with 8 levels (64 messages) automatic battery charger, strap, protective case, built-in microphone, speaker; 8	N/A	0067	Yes
Tiny Technician Battery Tester	DC, AA, AAA, N and 9V battery tester; switch tester; and device tester.	N/A	0068	No
Overlay Maker	Manual, CD, Design Guide, Drawing Grid, Quick Reference Card	CD Mac	0069	Yes
Stages Assessment	Stages 1 through 7, individual binders: Cause and Effect, Language Readiness, Emerging Language, Early Concepts.	CD Win/Mac	0070	No

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Item Name	Description	Platform	Item #	Loanable?
Clicker 4 for Windows	Supportive writing and multimedia program	CD Win	0071	Yes
Jump Start Toddlers	Computer mouse skills, letters and numbers, vocabulary and music: Ages 18 mos - 3 years	CD Win/Mac	0072	Yes
Reader Rabbit Preschool	Preschool skills in letters, numbers, shapes, colors, and music: Ages 3-5	CD Win/Mac (2)	0073	Yes
Paint 'n' Swirl - Switch	Paint and art machine with 3 bottles of non-toxic paint, splatter guard and battery	N/A	0074	Yes
Boardmaker with Speaking	Program to generate communication overlays with auditory output capability.	CD Win	0075	Yes
Spectra	Device includes USB Keyboard, internal CD-ROM, floppy drive, microphone, A/C adapter/recharger, Clicker 4 User Guide and	N/A	0076	Yes
Holly.com E-Lite	Augmentative Communication Device with overlays, battery, battery charger, strap, 4 3.5" disks, and users guide.	N/A	0077	Yes
First Words II - Laureate	Trains development of early vocabulary in 10 categories. Accepts keyboard, touchwindow, single switch or mouse input.	CD Win/Mac	0078	Yes
First Categories - Laureate	Trains and tests noun categorization, 60 nouns grouped into 6 categories.	CD Win/Mac	0079	Yes
First Verbs - Laureate	Trains and tests comprehension of 40 early developing verbs, organized into 8 groups with 5 verbs in each one. Accepts	CD Win/Mac	0080	Yes
Cheap-Talk 4A Inline	Communication device, 4 messages. User's Guide, plastic targets.	N/A	0081	Yes
Tech/Talk 8x8	Device, Overlay Templates PC Disk, Instruction Sheet, Shoulder Strap	3.5" Win	0082	Yes
Datadesk - Little Fingers	Alternative keyboard, with cables, adapter, UltraKey CD and User's Guide	3.5" Mac	0083	Yes
Go! Board - 8	Wall Schedule Choice Board	N/A	0084	Yes

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Item Name	Description	Platform	Item #	Loanable?
Go! Board - 8	Activity Station with 8 Choices	N/A	0085	Yes
Vertical Wobble Switch	Alternative input device	N/A	0086	Yes
Single Switch Latch & Timer -	Features timer setting and three control modes	N/A	0087	Yes
Music Puzzle Switch - 2	3-piece switch	N/A	0088	Yes
Photocell Switch	Lightbeam-activated single switch.	N/A	0089	Yes
Big Red (Really Green) -	Large single switch with cable.	N/A	0090	Yes
Roller Switch/Music Box -	Large roller switch with suction cups and headphone jack.	N/A	0091	Yes
Grip Kit - Enabling Devices	Five grip switches of various diameters and colors.	N/A	0092	Yes
Jelly Bean Switch (Yellow) -	Medium-sized single switch with cable.	N/A	0093	Yes
Specs Switch (AbleNet)	Small switch with base plate adapters, screws and cable.	N/A	0094	Yes
Peter Puppy (Crestwood	Battery-Operated, Switch Accessible Retriever Puppy with Battery and Adapter	N/A	0095	Yes
Roly Poly the Friendly Calf	Battery-Operated, Switch Accessible Animal Toy with Battery and Adapter	N/A	0096	Yes
Saltillo ChatBox	Device, Message Templates, Battery Charger, Case, Strap and Grids	N/A	0097	Yes
Saltillo Message Box	Device, 9V Battery, Clip, and Grids	N/A	0098	Yes

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Item Name	Description	Platform	Item #	Loanable?
Mini Bubble Blower	Portable, adapted bubble machine with bubble solution.	N/A	0099	Yes
Coin Abacus	Talking electronic money device.	N/A	0100	Yes
Coin Abacus	Talking electronic money device.	N/A	0101	Yes
Coin Abacus	Talking electronic money device.	N/A	0102	Yes
PortaBreeze Fan	Battery-powered, switch-adapted fan	N/A	0103	Yes
Chirping Chick Switch	Battery-operated tactile switch	N/A	0104	Yes
Switch-Adapted Tranquil	Battery-operated aromatherapy fan with 3 scents	N/A	0105	Yes
Twist & Shout Multiplication	Teaches and Quizzes Multiplication	N/A	0106	Yes
Survival Signs	Software program that provides interactive practice and review of 40 indoor and 40 outdoor survival signs.	CD Win/Mac	0107	Yes
Coin-U-Lator	Coin-counting calculator; instruction guide; requires 3 AA batteries.	N/A	0108	Yes
Coin-U-Lator	Coin-counting calculator; instruction guide; requires 3 AA batteries.	N/A	0109	Yes
Assorted Coin Pack	Plastic coins to be used with money activities and Coin-U-Lator.	N/A	0110	Yes
Coin-U-Lator Worksheets	Hands-on coin counting reinforcement program (3-Ring Binder)	N/A	0111	Yes
Mighty Math Carnival	Teaches math basics in addition, subtraction, sorting, classification, problem solving, logic, early multiplication and	CD Win/Mac	0112	Yes

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Item Name	Description	Platform	Item #	Loanable?
Mighty Math Zoo Zillions	Teaches math basics in problem solving, reasoning, number line concepts, counting, money, addition, subtraction, story problems	CD Win/Mac	0113	Yes
Sammy's Science House	Teaches science basics in classifications, construction of objects, logical sequences, seasonal changes, weather and	CD Win/Mac	0114	Yes
Thinkin' Things I (Edmark)	Sharpens skills in memory, musical/visual exploration and creativity, auditory and visual discrimination, attribute	CD Win/Mac	0115	Yes
Thinkin' Things III (Edmark)	Builds reasoning, evaluation and problem-solving skills.	CD Win/Mac	0116	Yes
Money Tray	Play money for use with Coin-U-Lator and money activities.	N/A	0117	Yes
ColorLibrary - Food Cards	Photo cards for use in all aspects of language development, remediation and teaching.	N/A	0118	Yes
ColorLibrary - Animal & Bird	Photo cards for use in all aspects of language development, remediation and teaching.	N/A	0119	Yes
ColorLibrary - Occupation	Photo cards for use in all aspects of language development, remediation and teaching.	N/A	0120	Yes
ColorLibrary - Sport & Leisure	Photo cards for use in all aspects of language development, remediation and teaching.	N/A	0121	Yes
CardMaster (Califone)	Magnetic card reader for multi-sensory learning and headphones with boom mic. Uses 4 "C" batteries or AC. Blank cards on hand.	N/A	0122	Yes
Read & Write textHELP!	Software for persons with reading and writing difficulties; includes tool bar options, speech, spelling suggestions,	CD Win	0123	Yes
eReader (CAST) for Windows	Software to support readers with learning disabilities, visual impairments, ESL, and mobility challenges. Quick Reference	CD Win	0124	Yes
eReader (CAST) for	Software to support readers with learning disabilities, visual impairments, ESL, and mobility challenges. Quick Reference	CD Win	0125	Yes
Let's Go Read! 1: An Island	Teaches letter names, sounds, shapes, word building, sight words, and book skills. Uses IBM Speech Recognition	CD Win/Mac	0126	Yes

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Item Name	Description	Platform	Item #	Loanable?
Let's Go Read! 2: An Ocean	Teaches phonics, word building, vocabulary and comprehension. Uses IBM Speech Recognition Technology. For Macintosh.	CD Win/Mac	0127	Yes
First Money (Attainment)	Software to help teach money values (spending, making change, counting). Users Guide.	CD Win/Mac	0128	Yes
Show Me Math (Attainment)	A beginning math program with animated movies and simple problems to teach addition, subtraction, multiplication and	CD Win/Mac	0129	Yes
LinkSwitch (Adaptivation)	Switch interface for battery operated devices; 2 inputs; latching, timing, and direct activation. Includes one taction pad. Requires 9	N/A	0130	No
Transceiver X-10	Enables remote activation of household appliances.	N/A	0131	No
Pillow Speaker (Radio Shack)	Small external speaker for private listening; adjustable volume control; 1/8" plug.	N/A	0132	No
VoicePal Max	Digital communication aid - 10 messages; 90-second recording time. Visual, 2-button scanning. Templates included. Requires 9	N/A	0133	No
Taction Pad Set (Adaptivation)	Clear, adhesive-backed, touch sensitive pads that turns any object into a switch.	N/A	0134	No
Flexible Switch - Large	Adhesive-backed, pressure-activated switch. Permanent placement.	N/A	0135	No
Flexible Switch - Small	Adhesive-backed, pressure-activated switch. Permanent placement.	N/A	0136	No
Pal Pad - Large (Adaptivation)	Pressure-activated membrane switch. Rubber backing. 1/8" monoplug, activates with 1.2 oz. of pressure.	N/A	0137	No
Pal Pad - Medium	Pressure-activated membrane switch. Rubber backing. 1/8" monoplug, activates with 1.2 oz. of pressure.	N/A	0138	No
Pal Pad - Small (Adaptivation)	Pressure-activated membrane switch. Rubber backing. 1/8" monoplug, activates with 1.2 oz. of pressure.	N/A	0139	No
FreeHand (Adaptivation)	Wireless remote control or remote switching of AC device; requires RF transceiver module and battery.	N/A	0140	No

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Item Name	Description	Platform	Item #	Loanable?
Chipper (Adaptivation)	Digitized switch with relay activation.	N/A	0141	No
SwitchBoard (Adaptivation)	Durable plastic switchboard with 6 built-in pressure switches and clear overlay pockets.	N/A	0142	No
Recipes for Success	Idea book for incorporating the use of assistive technology across settings.	N/A	0143	No
HandyBoard (Adaptivation)	Pre-drilled portable communication board organizer.	N/A	0144	No
Battery Interrupter - AA	Single switch controller for battery-controlled toys or devices.	N/A	0145	No
Battery Interrupter - C or D	Single switch controller for battery-controlled toys or devices.	N/A	0146	No
Adaptivation Ultimate Kit	Items LA-0130 through LA-0146.	N/A	0147	No
Motherboard Dual Port Cable	USB port	N/A	0148	Yes
iomega adapter	Adapter that connects from the jaz drive to the computer USB port	N/A	0149	Yes
QuickStart Environmental	Startup kit, includes: JellyBean Switch, SLAT Choice Interface, PowerLink 3, AirLink Cordless Switch, Battery Interrupters ("AA"	N/A	0150	No
QuickStart Communication Kit	Startup kit, includes: BIGmack Communication Aid, Step-by-Step Communicator, Step-by-Step Communicator, 3 Snap Switch	N/A	0151	No
Millie's Math House (Edmark)	Helps build fundamental math concepts through addition, subtraction, numbers, shapes, sizes, quantities, patterns and	CD Win/Mac	0152	Yes
Coin Abacus Worksheets	Blackline Masters to Support a Visual, Hands-on Money-Counting Program.	N/A	0153	Yes
Twist & Shout Multiplication	Handheld math tool, batteries, headphones, and activity guide.	N/A	0154	Yes

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Item Name	Description	Platform	Item #	Loanable?
Reading Pen - Quicktionary II	Portable reading tool. ReadingPen II, Carrying Case, Operation Manual, QuickStart Guide, Opticard, Earphone, AAA Batteries	N/A	0155	Yes
Dreeble	Soft stuffed animal that purrs when stroked.	N/A	0156	Yes
Thinkin' Things II (Edmark)	Helps students advance their musical and artistic creativity, memory, visual and spatial awareness, listening, and	CD Win/Mac	0157	Yes
HP DeskJet 990c Professional	Color inkjet printer for use with USB-equipped machines.	N/A	0158	No
iMate	USB adapter for Mac OS	N/A	0159	No
Grocery Store	Software that provides students with experience in using shopping lists and getting the "best buy" at a grocery store.	CD Win/Mac	0160	Yes
Calculator, Big Digit Desktop	Dual power, auto stop, big digit hand-held calculator from PCI	N/A	0161	Yes
Calculator, Big Digit Desktop	Dual power, auto stop, big digit hand-held calculator from PCI	N/A	0162	Yes
Penny & Giles Joystick Plus,	Alternative input option, with PS2 connection.	N/A	0163	Yes
Penny & Giles Roller	Alternative input option, with USB connection.	N/A	0164	Yes
Penny & Giles Roller Plus,	Alternative input option, with USB connection.	N/A	0165	Yes
Plate Switch (Don Johnston)	Medium-sized switch with auditory click feedback, detachable cable, standard 1/8" plug, optional colors.	N/A	0166	Yes
Discover Switch (Don	Talking computer switch and software; alternative input.	CD Win/Mac	0167	Yes
Access to Math (Don	Talking math worksheet program; multisensory learning aid and worksheet maker	CD Mac	0168	Yes

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Item Name	Description	Platform	Item #	Loanable?
TouchWindow for Macintosh	Alternative input; touch-sensitive screen with 4 rubber bumpers, manual, 3.5" disk, stylus, pair of monitor adapter rails, and 4	3.5" Mac	0169	Yes
Clicker 4 for Windows (Crick	Supportive writing and multimedia tool; CD, 3.5" disk, manual. *Damaged box; no registration card; license missing	CD Win	0170	Yes
Nonspeech Test for	Diagnostic tool for identifying communication abilities of young children; Manual, Age Equivalency Chart, Summary Forms,	N/A	0171	No
DiscoverBoard for Macintosh	Alternative input; talking keyboard, manual, CD, and 4 overlays.	CD Win/Mac	0172	Yes
Penny & Giles Joystick Roller	Alternative input; joystick control.	N/A	0173	Yes
TouchWindow for Macintosh	Oversized alternative input, touch-sensitive screen with stylus, driver disk, monitor adapter rails, Velcro strips, rubber bumpers,	3.5" Mac	0174	Yes
TouchWindow for USB 16-17"	Oversized alternative input, touch-sensitive screen with stylus, driver disk, monitor adapter rails, Velcro strips, rubber bumpers,	CD Win/Mac	0175	Yes
Switch Interface PRO (Don	Alternative input for Macintosh and PC computers; includes (2) adapters, (2) 6' cables, and Documentation.	N/A	0176	Yes
Switch Interface PRO (Don	Alternative input for Macintosh and PC computers; includes (2) adapters, (2) 6' cables, and Documentation.	N/A	0177	Yes
Penny & Giles Roller Plus,	Alternative input option, with PS2 connection.	N/A	0178	Yes
EvaluWare Assessment Tool	Assessment Activities for AAC and Computer Access	CD Win/Mac	0179	No
AirLink Cordless Switch -	Switch, Snap Track, User Manuals, Cable, AbleLink Connectables Mounting Base	N/A	0180	Yes
Simple Sentence Structure	Software	3.5" Win/Mac	0181	Yes
Following Directions Left and	Software	3.5" Win/Mac	0182	Yes

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Item Name	Description	Platform	Item #	Loanable?
Following Directions one and		3.5" Win/Mac	0183	Yes
First Words	Laureate software	3.5" Win/Mac	0184	Yes
Creature Features	Laureate software	3.5" Win/Mac	0185	Yes
Vaio Monitor	Vaio (Sony), 21" Monitor for Machintosh	N/A	0186	Yes
Sentence Master	Program for success in reding level 1	3.5" Win/Mac	0187	Yes
Sentence Master	A program for success in reading Level 2	3.5" Win/Mac	0188	Yes
Sentence Master	A program for success in reading level 3	3.5" Win/Mac	0189	Yes
SoftType 4.2	On-screen Keyboard	3.5" Win	0190	Yes
Zoom Text	Low vision software program for magnification	3.5" Win	0191	Yes
Discover Screen	Talking onsreen software	3.5" Win/Mac	0192	Yes
Untouchable switch	Tash switch operated by movement	N/A	0193	Yes
Handhel talking book	Telex brand talking book player	N/A	0194	Yes
Handheld talking book	Telex brand talking book player	N/A	0195	Yes
SMART BOARD	SmartBoard for instructional use	N/A	0196	No

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Item Name	Description	Platform	Item #	Loanable?
Families Cultures and AAC	AAC informational software	CD Win/Mac	0197	Yes
The Guide to Assistive	Instructional Software about AT	CD Win/Mac	0198	Yes
Forrest Center Stage	Instructional Software	CD Win/Mac	0199	Yes
Picture This... Version 3.0	Software program that produces flash and lotto cards	CD Win/Mac	0200	Yes
Twin serial adapter	Mac OS	3.5" Mac	0201	Yes
1394 Appie Firewire	connection for camcorders, and digital video	3.5" Mac	0202	Yes
Y-mouse	Keyboard and mouse adapter for USB	N/A	0203	Yes
Teac Floppy disk drive USB	Reads and writes floppy disks	3.5" Win/Mac	0204	Yes
Discover board	Talking Keyboard for the classroom from Don Johnston	3.5" Win/Mac	0205	Yes
Tech for Tots Level 1	Instructional material on AT for infants and young children	N/A	0206	Yes
Mounting Switch	Used for head level mounting, lightweight.	N/A	0207	Yes
Lightweight Swtich	Sensitive switch	N/A	0208	Yes
Jelly Bean Switch	Black color	N/A	0209	Yes
Bass Switch	White color	N/A	0210	Yes

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Item Name	Description	Platform	Item #	Loanable?
Specs switch	Green	N/A	0211	Yes
			0212	
Jelly Bean Switch	Pink	N/A	0213	Yes
Jelly Bean Switch	Red	N/A	0214	Yes
Jelly Bean Switch	yellow	N/A	0215	Yes
Jelly Bean Switch	purple	N/A	0216	Yes
Jelly Bean Switch	blue	N/A	0217	Yes
Ellipse Switch	black	N/A	0218	Yes
Ellipse Switch 6	RED	N/A	0219	Yes
Ellipse Switch 3	black	N/A	0220	Yes
Discover Kenx	Computer access for a wide range of special needs Don Johnston	3.5" Mac	0221	Yes
Discover Kenx	Computer access for a wide range of special needs Don Johnston	3.5" Win	0222	Yes
Discover Switch	Talking Computer switch Don Johnston	3.5" Win	0223	Yes
DTVP-2	Testing materials	N/A	0224	Yes

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Item Name	Description	Platform	Item #	Loanable?
School Function Assessment	Testing material	N/A	0225	Yes
The American Sign Language	Software program for learning ASL	3 5" Win/Mac	0226	Yes
iMac	iMac computer with mouse and keyboard	CD Mac	0227	Yes
Vaio Slim computer and		CD Win/Mac	0228	Yes
Dell computer, monitor,		CD Win/Mac	0229	No

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Acoma Pueblo, also called Sky City, is one of nineteen pueblos in New Mexico and Arizona. It is located west of Albuquerque and approximately twelve miles east of Grants. Acoma means "People of the White Rock."

Nearby Laguna Pueblo ("Lake People") consists of six villages and is the largest Keresan speaking pueblo. It is located approximately 45 miles west of Albuquerque on Interstate 40.

Students in the Laguna and Acoma communities may attend public, private, grant, or BIA (Bureau of Indian Affairs) schools during the course of their education, and maintain deep connections to their traditions and cultures through participation in feasts, celebrations, sporting events, and dances. Both pueblos have well-established programs in early intervention and child care.

Technologies are being employed at all levels to maximize the learning capacity of students, to increase personal independence, and to enhance career opportunities upon graduation. Visitors are welcome in these communities, and are encouraged to see the technology demonstration centers. Please call or make arrangements through the school contacts identified within this brochure.

LAPTOP - [illegible] Small Start-up Projects, U.S. Dept. of [illegible] and NASA Langley [illegible]

Native American
Assistive Technology Projects
New Mexico Technology Assistance Program
Division of Vocational Rehabilitation
435 St. Michael's Drive, Bldg D
Santa Fe, NM 87505
(800) 866-2253

Contact Person:

Alan Klaus, NMTAP Director
Email: aklaus@state.nm.us

Local Project Office:

TVI Workforce Training Center
5600 Eagle Rock Avenue NE
Room 121
Albuquerque, NM 87113
(505) 798-0425

Contact Person:

Kathy McWhorter
Email: kmcwhorter@state.nm.us

Demonstration Project Located at:

Sky City Community School
Acoma, New Mexico

Contact Person:

Barbara Alvarez
(505) 552-6671
Email: alvarez_bpat@hotmail.com

Device Loan Banks Located at:

Sky City Community School
and Laguna Middle School

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aguna & coma ueblos echnology pportunities roject

A Special Project
Serving Individuals
of Laguna and
Acoma Pueblos and
Nearby Communities

Who We Are

The Laguna & Acoma Pueblos Technology Opportunities Project (LAPTOP) is a special outreach project of the New Mexico Technology Assistance Program. The project is funded as a Demonstration Grant for Indian Children under the U.S. Department of Education, Office of Elementary and Secondary Education.

What We're Doing

We have developed a Consortium of agencies and schools who work together to meet the assistive and instructional technology needs of Indian children with disabilities. Our primary goal is to build local capacity within the community that will enable us to 1) meet the specialized needs of our students, and 2) establish a loan bank of assistive and adaptive technologies.

We realize that technologies are sometimes complex and sophisticated; a loan bank will offer students an opportunity to try a device before any decisions are made to purchase a solution that may not be the best match for the student.

Types of Services

Through our Consortium efforts and Cooperative Agreements with schools, we have designed a program that is responsive to the unique needs of students and is sensitive to the cultural values and practices of Native American families. Direct services provided through the grant include:

- individualized training that's customized to meet the needs of therapists, teachers and parents of children who are receiving assistive technology devices and services

- access to New Mexico's Technology Assistance Program (NMTAP) personnel and technical assistance

- information related to all facets of AT use, including articles, reports, videos, newsletters, Internet sites, support groups, local service providers, and device manufacturers (vendors).

- opportunities to network with other students and families who are using assistive technology devices and receiving services

- assistance in seeking funding options when and if purchase is warranted.

How to Request Assistance

Teachers and school personnel have access to Student Referral Forms for AT services. Each school and agency has a contact person who attends regular meetings of the Advisory Council. These individuals bring referrals and issues to Council members, who then prioritize the referrals according to the potential impact of technology on student needs. Parents and families may request assistance through Kathy McWhorter, Project Coordinator, at (505) 798-0425, email: *kmcwhorter@state.nm.us* or through Barbara Alvarez, Special Education Coordinator at Sky City Community School (505) 552-6671, email: *alvarez_bja@hotmail.com*

Contacts and representatives include:

Acoma Head Start: Barbara Antonio and LouAnn Tenequer
Laguna Division of Early Childhood: Rebecca Viers
Sky City Comm School: Barbara Alvarez
Laguna Elementary: Karen Antonio
Laguna Middle School: Tatiana Abras
Laguna Acoma High: Carol Prewett
Laguna Acoma Vocational Rehab: George Potter and Dr. Marilyn Johnson

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Home | Students | Staff

About Our School

Laguna Middle School is owned and operated by the Pueblo of Laguna Indian tribe, under the auspices of its own Department of Education. The school serves approximately 200 students in grades 6, 7, and 8. LMS is located on the Pueblo of Laguna Indian reservation, approximately 50 miles west of Albuquerque, New Mexico.

Laguna Middle School
P. O. Box 268
Laguna, New Mexico 87026
(505) 552-9091

fax: (505) 552-6466

click here for directions to our school

click here for Pueblo of Laguna links

Click HERE to learn about employment opportunities at LMS!

TEACHERS! Click HERE for links to cool online educational resources!

Click on "PROGRAMS" to learn about our curriculum, classes, inclusion, counseling, and more.

MISSION | PROGRAMS | CALENDARS
HISTORY | RECENT PHOTOS | NEWS & INFO

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What are the laws that require AT consideration?

Reauthorization of PL 94-102 or Individuals with Disabilities Education Act (IDEA) extends assistive technology device and service definitions to education. This law reauthorized by Congress in 1991 mandated that local educational agencies be responsible for providing assistive technology devices and services if these are required as part of the child's educational or related services or as a supplementary aid or service. Any recommendations, however, must be directly related to the child's educational program.

Want more information???

Contact: Tatiana D. Abras MS., OTR/L

Laguna Middle School, New Mexico

tabras@laguna.k12.nm.us

505-552-9091

Laguna & Acoma Pueblos Technology Opportunities Project (LAPTOP)

What is LAPTOP?	Types of Service	Forms
Requesting Assistance	Related Links	Acoma Pueblo
Laguna Pueblo	Laguna Department of Education	NM Technology Assistance Program
Health Education Corner	Occupational Therapist's Corner	Assistive Technology Corner
US Department of Education		Laguna Middle School

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oma Pueblos Consortium Project is funded through the State Department of Education, Division of Vocational Rehabilitation a grant from the US Department of Education Office of Elementary and Secondary Education, Demonstration Grants for en. This publication does not necessarily reflect the view of DVR or the Department of Education, and no official endorcement of ld be inferred. NMTAP and the Concortium Project do not discriminate on the basis of race, color, national origin, gender, lical condition, age, religion or handicap, and provides, on request, reasonable accomodation, including auxiliary aids and ssary to afford an individual with a disability an equal opportunity in all services, and activities.

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Tatiana D. Abras *MS., OTR/L*	**Mike Chambers**	**Kathy McWhorter**	**Alan K**
tabras@laguna.k12.nm.us	*Spedcial Education Director*	*LAPTOP Project Director*	*Program I*
	mchamber@laguna.k12.nm.us	kathym@state.nm.us	aklaus@sta
Laguna Middle School	Laguna Middle School	Division of Vocational Rehabilitation	Division of Vocatio
PO Box 268	PO Box 268	435 St. Michael's Dr. Bld. D	435 St. Michae
Laguna, NM 87026	Laguna, NM 87026	Santa Fe, NM 87505	Santa Fe, N
Phone: 505-552-9091	Phone: 505-552-9091	Phone: 800- 866-2253	Phone: 800-
FAX: 505-552-6466	FAX: 505-552-6466	TDD: 800- 659-4915	TDD: 800-
		Fax: 505-954-8562	Fax: 505-9

LAPTOP PROJECT
Parent Permission/Release Form

By my signature below, I am granting permission for the Laguna-Acoma Pueblos Assistive Technology Project to conduct assessment for use of assertive technologies for my daughter/son.

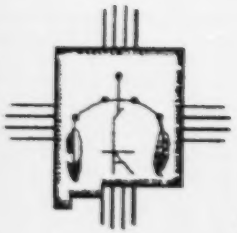
I understand that these assessments will only be used to identify specific technology needs that may support my child's individualized educational program in school. I further agree to allow the school/organization to release necessary information to LAPTOP personnel to assist in evaluation.

Child's Name: _____

_____

Parent/Guardian Signature Date

Laguna-Acoma Pueblos Assistive Technology Project
New Mexico Technology Assistance Program
Division of Vocational Rehabilitation
435 St. Michael's Drive. Building D
Santa Fe.NM 87505
(800) 866-2253



TYPES OF SERVICE

What is LAPTOP?	Types of Service	Forms
Requesting Assistance	Related Links	Acoma Pueblo
Laguna Pueblo	Laguna Department of Education	NM Technology Assistance Program
Health Education Corner	Occupational Therapist's Corner	Assistive Technology Corner
US Department of Education		Laguna Middle School

Through our Consortium efforts and Cooperative Agreements with schools, we are designing a program that is responsive to the unique needs of students and is sensitive to the cultural values and practices of Native American families.

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-Access to New Mexico's Technology Assistance Program (NMTAP) personnel and technical assistance.

-Information related to all facets of AT use, including articles, reports, videos, newsletters, Internet sites, and device manufacturers or vendors.

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RELATED LINKS

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Laguna Pueblo	Laguna Department of Education	NM Technology Assistance Program
Health Education Corner	Occupational Therapist's Corner	Assistive Technology Corner
US Department of Education		Laguna Middle School

Occupational Therapy

http://www.aota.org/

www.advanceforot.com

http://www.asha.org

http://www.chmed.com/dev.htm Children's Medical Office of North Andover, P.C.

ABILITY.
see the ability not the disability

http://www.ability.org.uk/dis-site.html

LDOnLine
the interactive guide to learning disabilities for parents, teachers, and children

http://www.ldonline.org/

LDA

http://www.ldanatl.org/

NADDC

http://www.igc.apc.org/NADDC/

CODI

http://codi.buffalo.edu/

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http://www.sait.org/

http://www.nashvillesid.com/

http://www.comfortconnection.org/sensory_integration_dysfunction.htm Sensory Integration Dysfunction

http://www.specialednews.com/ Special Education News

http://www.sammonspreston.com/

http://www.kidsource.com/kidsource/content/learningdis.html

http://www.neuropat.dote.hu/

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http://www.sophe.org/

alice! Columbia University's Health Education Program

http://www.alice.columbia.edu/

http://www.med.jhu.edu/peds/neonatology/poi2.html Harriet Lane WWW Links

Down Syndrome: Health Issues

News and Information for Parents and Professionals

http://www.ds-health.com/

http://my.webmd.com/Web MD Health

ARTHRITIS FOUNDATION
Take Control. We Can Help

http://www.arthritis.org/

WHO ONS Search Home

http://www.who.int/regions/

http://www.intelihealth.com/IH/ihtIH

Assistive Technology

http://www.resna.org/

http://www.nmtap.com/

http://www.donjohnston.com/catalog/disabil.htm Solutions for Students with Disabilities

http://www.disabilityresources.org/

The Disability Resources Monthly (DRM) Guide To
Disability Resources on the Internet

http://www.elabresources.com/

http://www.closingthegap.com/ Closing The Gap Computer Technology in Special Education and Rehabilitation

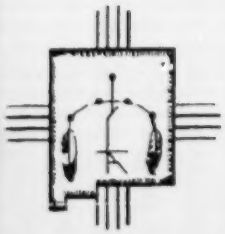
http://www.csun.edu/cod/ CALIFORNIA STATE UNIVERSITY NORTHRIDGE Center On Disabilities

http://www.fape.org/ FAPE

http://www.ed.gov/offices/OSERS/IDEA/ IDEA 97 THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997

http://www.wrightslaw.com/ Welcome to Wrightslaw!

http://www.southpawenterprises.com/ Sensory Integration and Develpoment Products for the Thereputic Professional



OCCUPATIONAL THERAPIST'S CORNER

What is LAPTOP?	Types of Service	Forms
Requesting Assistance	Related Links	Acoma Pueblo
Laguna Pueblo	Laguna Department of Education	NM Technology Assistance Program
Health Education Corner	Occupational Therapist's Corner	Assistive Technology Corner
US Department of Education		Laguna Middle School

This is where you can find basic information on occupational therapy, diagnosis and therapy strategies.

Understanding the Basics of Occupational Therapy

What is Occupational Therapy (OT)?

Occupational therapy is a profession that uses therapeutic activities, assistive technology, and environmental modifications, to help people who have a physical, cognitive, sensory, motor, and/or psychological disability become as independent as possible in their work, self-care, and leisure activities.

Where do occupational therapists work?

1. School systems
2. Hospitals
3. Nursing homes
4. Home health agencies

5. Juvenile and adult jails
6. Psychiatric hospitals
7. Hand therapy clinics
8. Outpatient clinics
9. Universities and colleges
10. Community programs such as homeless shelters
11. Early intervention programs
12. Residential facilities
13. Independent living facilities
14. Hospice programs
15. Volunteer agencies such as Easter Seals
16. Private practice
17. Work hardening programs
18. Rehabilitation centers

Who receives OT services?

1. **At-risk newborns** who might be having difficulties in the areas of play, self-help skills (i.e., feeding, sleeping), behavioral (i.e.. attaching to family members), speech language, communication, vision, hearing, fine and gross motor skills (i.e.. moving arms and legs)

2. **Infants and toddlers** who might be having developmental delays in the areas of speech language, communication, vision, hearing, fine and gross motor (i.e.. rolling, standing, walking, running), self-help skills (i.e.. feeding, dressing, bathing, toileting), behavior (i.e.. understanding and comprehending information, following verbal directions, playing with others, interacting with adults and peers), play skills (i.e.. playing with toys)

3. **Children** who might be having problems in the areas of learning (i.e.. cutting, coloring, learning letters and colors), speech language,

communication, vision, hearing, attention span, self-help skills, fine and gross motor coordination, behavior (i.e., cooperating with adults and peers), and play skills (i.e., playing with others, participating in group games)

4. **Adolescents** who might be having problems in the areas of behavior (i.e., drug and alcohol abuse), learning (i.e., reading), pre-vocational skills (i.e., sorting, and matching), self-help (i.e., managing money, cooking), speech language, communication, vision, hearing, fine and gross motor skills, leisure (i.e., identifying safe recreational activities)

5. **Adults** who might be having problems in the areas of vocational skills (i.e., maintaining a job), self-help skills (i.e., managing a home, driving, sexually expressing self), behavior (i.e., managing depression, stress and other emotional challenges, collaborating with peers, caring for others, adapting to physical changes), speech language, communication, vision, hearing, and leisure skills (i.e., identifying new recreational activities)

What are some of the diagnosis that occupational therapists work with?

1. **Developmental Disorders**: cerebral palsy, mental retardation, attention deficit disorders, child abuse, learning disabilities, various syndromes (Rett's), and spina bifada

2. **Sensory Disorders:** visual impairments or blindness, deafness, chronic pain

3. **Nervous System, Injuries, and Cardiopulmonary Disorders:** amyotrophic lateral sclerosis, strokes, pulmonary diseases, coma, epilepsy, multiple sclerosis, Parkinson's disease, muscular dystrophy, amputations, athletic injuries of the hands, back injuries, carpal tunnel syndrome, fractures, spinal cord injuries

4. **Musculoskeletal Disorders:** arthritis, osteoporosis

5. **Systemic, Immunologic, and Skin Disorders:** AIDS, cancer, diabetes, kidney disease, scleroderma, burns

6. **Mental/Emotional Disorders:** depression, substance abuse, autism, elder abuse, attachment disorders, bipolar, schizophrenia, eating disorders, personality disorders

What is the educational requirement for occupational therapists (OTR) and certified occupational therapy assistants (COTA)?

Occupational Therapists (OTR): must have at least a baccalaureate degree with courses in biology, behavioral sciences, pathology, and specific occupational therapy techniques. The educational program must be accredited by the American Medical Association Committee on Allied Health Education and by the American Occupational Therapy Association.

After completing all baccalaureate coursework, occupational therapists must complete a minimum of 6 months of full-time internship. Following the internship, occupational therapists are eligible to take the certification examination to become a registered therapist (OTR). All states requiring licensure accept the certification and educational requirements for state licensure. In the near future, occupational therapists will be required to have a master's degree prior to completing the internship and certification.

Certified Occupational Therapy Assistants (COTA) must complete two years of coursework in an accredited program and complete a two 16 weeks of internship. COTAs also take a certification examination and **must** be supervised by an OTR.

Want more information???

Contact: Tatiana D. Abras MS., OTR/L

Laguna Middle School, New Mexico

tabras@laguna.k12.nm.us

505-552-9091

References

Hopkins, L. H., Smith, D. H. (7th edition). (1988). *Willard and Spackman's Occupational Therapy*. Philadelphia: J.B. Lipppincott Company.

Reed, L. K. (1991). *Quick reference to occupational therapy*. Gaithersburg, Maryland: Aspen publishers Inc.

New Mexico Technology Assistance Program

Information and Referral | Financial Loans | ABLE Loan Bank | Projects | Resources | Home

Welcome to Our Website!

The New Mexico Technology Assistance Program (NMTAP) offers free services to New Mexicans with disabilities to help them get the assistive technology (AT)services they need

Our Website Can Help You with Answers to the Following Questions	
Do you need information and referral services? Do you want to apply for a financial loan for your assistive technology device? Are you interested in trying out an assistive device through our ABLE Loan Bank before purchasing it?	Are you looking for information about assistive technology for Native Americans or our other projects? Would you like to access resources such as links, our FAQ page, recent NMTAP newsletters or contact NMTAP staff?

Contact NMTAP

NMTAP is a program of the New Mexico State Department of Education, the Division of Vocational Rehabilitation (DVR).

The NMTAP/DVR is funded under a grant from the National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education. This electronic publication does not necessarily reflect the views of NIDRR, and no official endorsement of material should be inferred.

Special Projects

The Navajo Assistive Technology Project

The Laguna and Acoma Pueblos Technology Opportunities Program (LAPTOP)

Assistive Device Lemon Law

Other Programs

NMTAP's Special Projects

The Navajo Assistive Technology Project

An Assistive Device Loan Equipment Program for the Navajo Nation

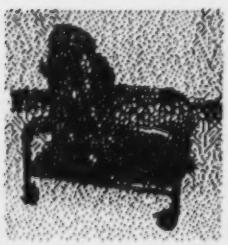
The Navajo Assistive Bank of Loanable Equipment (Navajo-ABLE) is a program on the Navajo Nation that provides assistive technology devices, services, technical information, funding information, and training for Navajo children and youth with disabilities.

Who is Eligible for Assistance?

Our mission is to help Navajo people enhance their quality of life through the use of assistive technologies. Services are available for Navajo individuals, family members, educators, therapists and others who live on the Navajo Nation as well as in the Alamo, Canoncito and Ramah Reservations.

Services and Programs

Training: Our staff can bring training and consultation to you. We can tailor the experience to meet your needs.



Advocacy: We can help you find a technology solution that will enhance your skills and increase your independence.

Device Labs and Demonstrations: We can

demonstrate a range of assistive technology options and systems for you.

Short-Term Loans: We have in place a special loan program that will help individuals try out various assistive devices before purchasing one.

Workshops & Trainings: We have designed training materials and resources that are available for you to use. We can also "bring the program to you." Some of our training topics include:

- Introduction to Assistive Technology (AT)
- Assistive Technology in the Classroom
- Enhancing Communication with AT
- Using AT in Early Intervention Programs
- Adapting Toys for Young Children

For more information about the Navajo-ABLE project, please contact:
Kathy McWhorter, Navajo-ABLE Project Director (800) 866-2253 or via e-mail kathym@state.nm.us.

Or you may contact the Navajo Nation Assistive Technology Coordinator at
The Office of Special Education and Rehabilitation Services in Window Rock, Arizona at (502) 871-6338.

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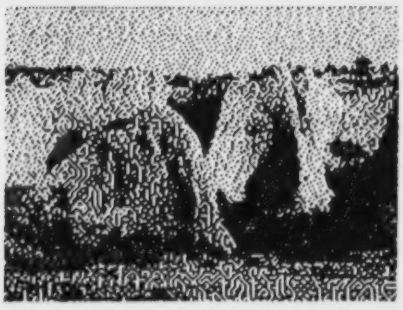
The Laguna & Acoma Pueblos Technology Opportunities Project "LAPTOP"

A Community-Based AT Consortium Supporting the Unique Needs of Indian Children Living in the Laguna & Acoma Pueblos



Who We Are

The Laguna & Acoma Pueblos Technology Opportunities Project (LAPTOP) is a special outreach project of the New Mexico Technology Assistance Program.

What We're Doing

We have developed a Consortium of agencies and schools who work together to meet the assistive and instructional technology needs of Indian children with disabilities. Our primary goal is to build local capacity within the community that will enable us to:

1. Meet the specialized needs of our students, and
2. Establish a loan bank of assistive and adaptive technologies.

We realize that technologies are sometimes complex and sophisticated; a loan bank will offer students an opportunity to try a device before any decisions are made to purchase a solution that may not be the best match for the student.

Types of Services

Through our Consortium efforts and Cooperative Agreements with schools, we are designing a program that is responsive to the unique needs of students and is sensitive to the cultural values and practices of Native American families.

Direct services include:

- individualized training that's customized to meet the needs of therapists, teachers and parents of children who are receiving assistive technology devices and services;
- access to New Mexico's Technology Assistance Program (NMTAP) personnel and technical assistance;
- information related to all facets of AT use, including articles, reports, videos, newsletters, Internet sites and device manufacturers.

How to Request Assistance

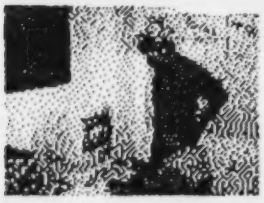
The referrals are prioritized according to need. The process works like this:

Teachers and school personnel have access to Student Referral Forms for Assistive Technology (AT) services. Each school and agency has a contact person who attends regular meetings of the LAPTOP Advisory Council. These individuals bring referrals and issues to the Council, who then prioritize the referrals according to the potential impact of technology on student needs.

Parents and families may request assistance through Mike Chambers, the LAPTOP Project Coordinator, at Laguna Middle School. Contacts and agency representatives include:

Acoma Head Start: LouAnn Tenequer
Laguna Head Start: Catherine Jarcofsky
Division of Early Childhood: Paula Pino
Sky City Elementary:
Laguna Elementary: Peter Carlton-McQueen
Laguna Middle: Mike Chambers
Laguna Acoma High: Charlene Silva
Vocational Rehabilitation: George Potter

LAPTOP project staff would like to thank the Governor of Acoma Pueblo, the Governor of Laguna Pueblo, and the Superintendent of the Laguna Department of Education for their vision and for their support of this project.



How to Find Us

For more information, call LAPTOP at 800-866-2253 or contact us at one of the sites below.

Project Coordination: Mike Chambers, Special Education Director, Laguna Middle School (505) 552-9091

Grant Administration: New Mexico Technology Assistance Program (NMTAP) Kathy McWhorter, LAPTOP Project Director
800-866-2253 or via e-mail at kathym@state.nm.us

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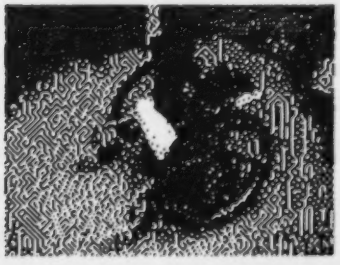

Assistive Device Lemon Law

The Assistive Device Lemon Law became effective on July 1, 1998 and helps protect people with disabilities from getting stuck with an assistive device that is a "lemon. " Here are some Frequently Asked Questions (FAQs) about the Assistive Device Lemon Law:

What Devices Does The Law Cover?

The law covers any assistive device used for "a major life activity", including:

Mobility: Manual & motorized wheelchairs, motorized scooters & motorized wheelchair lifts that allow access to motorized vehicles.

Communication: Hearing aids, telephone communication devices for the deaf, assistive listening devices, and other aids that enhance a person's ability to hear.

Vision: Voice synthesized or voice-activated computer software, optical scanners, augmentative communication devices and Braille printers.

How Does The Law Work?

If a device doesn't function and it is still under warranty:

The consumer is responsible for:

1. Reporting it to the manufacturer, dealer, or lessor (whomever the consumer purchased the device from), and
2. Making the device available for repair during the warranty period (by mailing it, delivering it, etc.)

The manufacturer is responsible for:

1. Repairing the device at no charge to the consumer.

What If the Device Isn't Repaired by the Manufacturer?

If the device cannot be repaired by the manufacturer after four (4) attempts or is out of service for a cumulative total of 30 days within the warranty period, then:

The consumer is responsible for:

1. Notifying the manufacturer

The manufacturer is responsible for:

1. Replacing the device with a comparable device at no charge to the consumer, or
2. Refunding the full purchase price to the consumer, or
3. Refunding the appropriate proportion of the purchase price to the lessor and the consumer.

What Do I Do If A Manufacturer is Not Complying

With The Law?

Contact the Consumer Protection Division of the New Mexico Attorney General's Office at 827-6060 or 800 678-1508.

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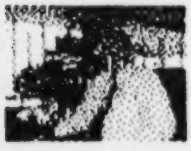

Home Modifications to accommodate people with disabilities

In the Four Corners area, www.sjci.org or call Tom Peoples at San Juan Center for Independent Living (505) 334-5805.

In the Santa Fe region, www.openhands.org or call Chris LaPointe at Open Hands (505) 428-2320 or via e-mail at Chris@openhands.org.

In the Albuquerque area, contact Mark Define at the Independent Living Center 1-800-260-5022.

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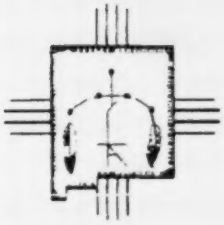

ASSISTIVE TECHNOLOGY CORNER

Here you will find basic information about assistive technology devices and systems.

Basic Definition of Assistive Technology (AT)

Public Law 100-407 defines an assistive technology **device** as "any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase or improve functional capabilities of individuals with disabilities." Assistive technology **services** are defined as any service that directly assists an individual with a disability in the selection, acquisition or use of an assistive technology device. This means that many of the adaptations, modifications and accommodations made for a person, in order for him or her to participate in their work or home environment, may be considered as assistive technology.

Some examples of AT

Specific areas considered in AT will depend on the person's needs. This section focuses on equipment that could be used with children either within the home or in their school environment.

1. Positioning systems such as wheelchairs, scraps, standing aids, bean bag chairs, walkers, canes, ergonomic chairs
2. Self-care: adapted utensils, raised toilet seats, special devices for dressing, feeding, bathing, grooming, and toileting
3. Augmentative Communication: symbol systems, communication boards, electronic communication devices, speech synthesizers, and communication enhancement software
4. Environmental Control: remote control switches
5. Assistive Listening and Visual Aids: hearing aids, personal FM units, closed caption TV, enlarged images, tactile and auditory materials, cassette tape recordings, large print books, brailled materials, computer screen reading software
6. Computer Access: input devices such as switches, expanded keyboards, mouse, trackball, touch window, speech recognition, head pointers, key guard, text enlargement
7. Computer Based Instruction: software that help with written language, spelling, calculation, reading, basic reasoning, and higher level thinking

Who should be considered for AT?

All children who are identified as having exceptional educational needs must be considered for AT. There are no exceptions, or prerequisites, and the determination of whether an AT device or service is required must be made on an individual basis.

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What are the laws that require AT consideration?

Reauthorization of PL 94-102 or Individuals with Disabilities Education Act (IDEA) extends assistive technology device and service definitions to education. This law reauthorized by Congress in 1991 mandated that local educational agencies be responsible for providing assistive technology devices and services if these are required as part of the child's educational or related services or as a supplementary aid or service. Any recommendations, however, must be directly related to the child's educational program.

Want more information???

Contact: **Tatiana D. Abras MS., OTR/L**

Laguna Middle School, New Mexico

tabras@laguna.k12.nm.us

505-552-9091

ASSISTIVE TECHNOLOGY CORNER

What is LAPTOP?	Types of Service	Forms
Requesting Assistance	Related Links	Acoma Pueblo
Laguna Pueblo	Laguna Department of Education	NM Technology Assistance Program
Health Education Corner	Occupational Therapist's Corner	Assistive Technology Corner
US Department of Education		Laguna Middle School

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Fall 2000 Volume IX, Issue 3

A.T. Life Reporter

A Newsletter about Assistive Technology for People with Disabilities

Thanks to NMTAP, Students Able to Begin College & Careers

Paul Lovato is a charming and articulate 18-year-old who graduated last spring from Gallup High School. Paul has a skin condition called epidermolysis bullosa, which causes severe blistering of his skin, and for which there is no cure. According to Paul, his skin is "not as tough as everybody else's" and the disease especially effects his hands, feet, and elbows.

In order for Paul to attend his elementary school classes, his mother purchased a scooter for him. Then, while in high school, Paul obtained a laptop computer from the school district to use for his school and homework, and he also received a loan from the district of a new scooter when he outgrew his old one.

However, like other transitioning students, once he finished high school, Paul would no longer be able to use the scooter and the laptop because they belong to the school district. Paul was not sure how he would fulfill his goal of attending college without these assistive devices.

Fortunately for Paul, one of his teachers, Ms. Mandrell, had heard of a program for transitioning students run by NMTAP's ABLE (Assistive Bank of Loanable Equipment) Program. After contacting NMTAP, an IEP (Individualized Education Plan) meeting was held with Paul, his teachers, and therapists to identify the assistive devices that would most benefit Paul.

Photo courtesy of Paul Lovato

Now, thanks to a loan from ABLE, Paul is attending the Gallup branch of the University of New Mexico on his new Invacare Lynx LX3 Scooter. He uses a Panasonic Toughbook laptop along with Dragon Naturally Speaking, a type of voice recognition software that he uses when his hands are sore. When asked what he thought of this whole process to get new equipment for college, Paul said, "I'm glad NMTAP helps people like me. I'm also happy my teachers were kind enough to tell me about the program."

Paul is just one of nine transitioning high school students who received assistive technology this past year with funds appropriated by the New Mexico State Legislature to NMTAP's ABLE program in 1999.

Another recipient of an ABLE loan is Kelli VanCuren, from Los Lunas, NM. A 20-year-old with Cerebral Palsy, Kelli attends TACL (Transition to Adult and Community Living), a program in Los Lunas which works with young adults with disabilities who are 18 to 22 years old. Kelli uses a Dynamyte augmentative communication device in all aspects of her life, but once she turns 22, she will no longer be eligible to use that device because it belongs to the Los Lunas Public Schools' Special Education Department. Kelli is currently working in two supported employment positions, and must use an assistive device to communicate in her jobs.

Haven Cloward, Kelli's Speech Language Pathologist, notified Kelli about the ABLE program, and Kelli has just received a new Dynamyte. Kelli's mother, Sallie VanCuren, stated, "We need more programs like this here in New Mexico. The money allocated by the legislature is way short of what we really could use, and there are more families in our state who need access to these kinds of resources."

We wish the best of luck to Paul & Kelli as they embark on their journey to adulthood!

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Computer Donation from Los Alamos Engineering Firms Help Navajo Student in Raton

How did the employees of two Los Alamos engineering firms make a difference in the life of a six year-old Navajo boy in Raton? It's all about connections, collaboration and caring.

Jose Martinez is a six-year-old Navajo boy living in Raton, New Mexico who has worked with Marianne Potts, case manager for the Medically Fragile Program at the University of New Mexico, since July 2000. Jose is a multiply handicapped child, considered medically fragile, and receives Occupational Therapy, Physical Therapy, and Speech Language Pathology services. He is the son of Don and Mary Heeley, who were foster parents to Jose from the time he was four months old, until this year when they legally adopted him. Jose's physical impairments make it too difficult for him to attend the nearby school on a regular basis, so therapists come into his home to work directly with Jose.

After getting to know Jose and his special needs, Ms. Potts learned that an upgraded home computer system would greatly enhance his ability to communicate and participate in schoolwork. So she used her connec-

continued on page 5

Tatiana Abras Named AT Coordinator for LAPTOP

Tatiana Abras, the AT Coordinator for the LAPTOP program, gives (l to r) Karen Antonio of Laguna Elementary, Barbara Alvarez and Harold Chino of Sky City Community School, a digital technology demonstration after a recent LAPTOP Consortium meeting at Laguna Middle School.

On Friday September 28, a large turnout of representatives from the Acoma and Laguna school communities came to join the new AT Coordinator for the Laguna and Acoma Pueblo Technology Opportunities Project (LAPTOP), Tatiana Abras, OT, present a multimedia overview of the project. Tatiana's presentation, which included music and photos, gave attendees of the LAPTOP Consortium meeting a chance to hear about the project and its assistive technology loan bank for students on the Acoma and Laguna Pueblos. LAPTOP is a federally funded outreach effort of NMTAP that provides assistive technology services and expertise to assist the Acoma and Laguna Pueblos in meeting the unique educational needs of Indian students with disabilities.

As AT Coordinator, Tatiana will be managing the loan bank, initiating procurement for new devices (from LAPTOP Consortium funds) and working with Mike Chambers the Project Coordinator at Laguna Middle School. She'll be inventorying, tracking, updating, and delivering AT equipment, and will be responsible for maintaining and programming the devices, as well as conducting student assessments and coordinating Consortium meetings. Tatiana will continue working half-time as an Occupational Therapist for the Laguna Schools and half-time AT Coordinator. She recently became a certified Assistive Technology Practitioner, joining NMTAP's Kathy McWhorter as one of the only seven ATPs in New Mexico.

Thanks to funding from LAPTOP, over $50,000 worth of equipment is in place in the AT loan bank. AT devices and equipment range from special software for students with visual impairments and learning disabilities, to adaptive computer hardware such as touch screens and extended keyboards, to adapted toys for infants and toddlers.

The next meeting of the Consortium will be held on November 7, 2001 at the Sky City Casino. This luncheon meeting will be a community forum to discuss ways to continue this important program once funding ends next year. For more information on the luncheon meeting, or details on LAPTOP, please contact Tatiana at (505) 552-9091or e-mail her at tabras@surfree.com.

(AWR continued from page 3)

5. Once the AT equipment is returned, the client and counselor are required to complete the final portion of the Loan Agreement, submitting a brief summary of how the equipment was used and how it worked.

Rehabilitation Counselors are encouraged to call the NMTAP office with suggestions for equipment they would like to see in the ABLE loan bank and any AT equipment trainings they would like to receive. For more information about ABLE, please call Lorie Gulley at 800 866-2253 ext. 8529, or (505) 954-8529, or via e-mail at: gulley@state.nm.us. Or, visit NMTAP's website at www.nmtap.com

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Navajo-ABLE Featured in National Magazine Story and in Navajo Times

NMTAP's Kathy McWhorter and Navajo-ABLE were featured in the March 2002 edition of "Advance for Directors in Rehabilitation" magazine. Entitled "Missed Chances," the article discusses the obstacles that Kathy and others have faced with bringing assistive technology to students on the Navajo Nation. Communication issues, the vast, rugged distances between homes on the reservation, and access to funding are just a few of the barriers reviewed in the article. The article ends with an appeal for more professionals to consider working with the Navajo to bring the same services other communities enjoy to the Navajo Nation.

Navajo-ABLE Director Kathy McWhorter and AT Coordinator Marilynn Freeland busy at registration during RezTech 2002

In addition to the national exposure that the program received in "Advance" magazine, a full page report on Rez-Tech 2002 appeared in April in the "Navajo Times", complete with five photos.

Kathy is concluding her work with NMTAP this spring as the grants for both the Navajo-ABLE and LAPTOP programs end on June 30, 2002. Look for an article in our summer newsletter from Kathy as she reflects upon the impact that these programs have had upon the Laguna and Acoma Pueblos and the Navajo Nation.

Attention New Mexico Teachers and Therapists

NMTAP is now lending out AT equipment during the summer from its ABLE Loan Bank to special education teachers and staff whose schools have Cooperative Agreements with NMTAP. This special offer is for those teachers and therapists who want "hands-on" experience with assistive technology for students with disabilities. For more information, please call us at (800) 866-2253 and ask for Lorie Gulley.

New Mexico Technology Assistance Program
435 St. Michael's Drive, Bldg., D
Santa Fe, New Mexico 87505
(800-866-2253 (Voice)
(800-659-4915 (TTY)

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NMTAP is funded through the State Department of Education, Division of Vocational Rehabilitation (DVR), under a grant from National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education. This publication does not necessarily reflect the views of the U.S. Department of Education, and no official endorsement of material should be inferred. NMTAP does not discriminate on the basis of race, color, national origin, gender, age, disability condition, age, religion or handicap, and provides, on request, reasonable accommodation, including auxiliary aids and services necessary to afford an individual with a disability an equal opportunity to participate in all services, programs, and activities.

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Local School Districts Access AT Equipment Through ABLE Loan Bank

Over the past 9 years, many of New Mexico's school districts have taken advantage of NMTAP's free loan bank of assistive devices for students. Since 1991, public schools and special education programs have been able to try out and evaluate assistive technology equipment on a short-term basis from NMTAP's Assistive Bank of Loanable Equipment (ABLE). While we are pleased that so many districts are using the ABLE program, we would like to encourage full participation in this wonderful program by ALL of new Mexico's school districts and Regional Center Cooperatives. Current participants include:

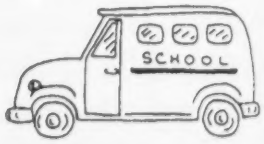
Alamogordo Public Schools
Belen Consolidated Schools
Central Consolidated Schools
Cobre Consolidated Schools
Deming Public Schools
Espanola Public Schools
Farmington Municipal Schools
Gadsden Independent Schools
Gallup-McKinley County Public Schools
Los Alamos Public Schools

Los Lunas Public Schools
Lovington Public Schools
Moriarty Municipal Schools
Pojoaque Valley Public Schools
Rio Rancho Public Schools
Roswell Independent Schools
Santa Fe Public Schools
Silver Consolidated Schools
Taos Municipal Schools
Tucumcari Public Schools

Regional Center Cooperative #1
High Plains Regional Center Cooperative #3
Northeast Regional Center Cooperative #4
Regional Center Cooperative #6
Lea Regional Center Cooperative #7
Pecos Valley Regional Center Cooperative #8
Regional Education Cooperative #9
Southwest Regional Center Cooperative #10

If your child's school or RCC is not on this list, please urge them to join our program by calling Lorie Gulley at (800) 866-2253 extension 8529. If your school already has an agreement and you want to borrow equipment, please contact Lorie by phone or by e-mail at lgulley@state.nm.us. A list of devices available for loan can be found on our website at www.nmtap.com.

AT Action at Sky City Community School



NMTAP's Native American ABLE program, led by Kathy McWhorter, has recently teamed with the Acoma Pueblo to establish a demonstration classroom at Sky City Community School to showcase AT equipment for Acoma and Laguna students with disabilities.

With examples of classroom applications of assistive technology for students with visual, speech, hearing, cognitive and mobility impairments, the demonstration classroom is open for school personnel and families to observe and learn ways that AT can enhance the educational opportunities for students with disabilities. The AT equipment, devices and components are available for trial use by students, and their teachers, therapists, family members in other settings, as well. "The new classroom provides a wonderful opportunity for students and their teachers, therapists and family members to see AT in use and to borrow it for trial periods," said Kathy McWhorter, Director of the Native American Project.

". . .a wonderful opportunity for [people] to see AT in use and to borrow it for trial periods."

The Native American Project is also establishing "adaptive toy chests" at the Early Intervention Centers in the Acoma and in the Laguna Pueblos, which include all sorts of AT devices and toys for infants and toddlers with disabilities. If you are interested in learning more about these Pueblo projects, please contact Kathy McWhorter at (505) 670-4712 or via e-mail at kathym@state.nm.us.

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